



Warwick students march past Coventry Cathedral.

## 1,500 students in Warwick march

by Jane Headley

### COVENTRY

Over 1,500 students from universities, polytechnics and further education colleges demonstrated in Coventry last Saturday against education cuts and rent increases in university accommodation. The march was organised by the University Students' Union and was led by Mr Charles Clarke, newly-elected president of the National Union of Students.

It came a few days after police, acting on a High Court order, ended the month-old occupation of Senate

House by 500 students. Before the police entered the building in the early hours of last Thursday morning the students left peacefully and immediately occupied the Arts Centre near by.

A meeting of Senate was to be called later this week to consider a student motion on increased rent levels and student demands for a new strike. Colonel Robert Horby, Development Officer at Warwick University, said that urgent discussions would now take place about the level of next year's rents. He said the university had no plans to take

action against the students occupying the Arts Centre as this did not interfere with university administration. Members of the National and Local Government Officers' Association returned to work in Senate House, crossing a student picket line, to administer grant cheques and re-arrange examination timetables.

Grant cheques have been withheld during the occupation and the university recently announced that examinations due to start on May 28 would now be postponed for one week.

## More university teachers will emigrate, says AUT

by Sue Reid

Figures showing that last year 196 university teachers left British universities for similar posts abroad were probably grossly underestimated, the Association of University Teachers claimed this week. The figures had been released by Mr Reg Prentice, Secretary of State for Education and Science.

Mr John Akker, assistant general secretary of the association, says that the figures for 1973-74 excluded medical staff and were too low. He said that many more hundreds would go overseas at the end of this academic year. He blamed low salaries and poor research opportunities for the drift abroad.

Mr Akker pointed out that be-

side the attraction of working abroad, especially in the United States and Australia, university teachers watched better salaries being awarded in the polytechnics and civil service. Discontent had become worse since the Government ruling in March that fresh pay claims could not be back dated.

Last year's figures were accompanied by those for 1972-73. These totalled 150 and the AUT also claimed that they were understated.

The Conservative backbench education committee tabled a motion expressing concern that low pay was causing senior university lecturers to leave the country.

## Land Bill threatens finances, says CVCP

The proposed Community Land Bill could seriously affect university finances and result in their making increased demands on government funds, the Committee of Vice-Chancellors and Principals warned last week. The Bill is now in the committee stage.

In a letter to Mr Crosland, Secretary of State for the Environment, the CVCP said that if the universities were not granted exemption, they could lose many future gifts of land.

The Bill proposes that university land will be acquired by local authorities and developed for use by the community. Development of the universities would be considered as coming into this category, but the local authority would have to give its permission first.

Commenting on the Bill, Professor Sir Arthur Armitage, chairman of the CVCP, said: "We do not see there is much advantage to the universities or to the Government... which already provides more than 90 per cent of universities' running costs. In an amendment which could make the development of university sites more complicated and costly, and which could well deter private well-wishers from endowing universities with gifts of land when they know nearly all the value of their gift could be claimed by the Government."

The letter from the CVCP urges Mr Crosland to ensure that, during the consideration of the Bill, universities will be declared suitable agencies for the holding and development of their land.

able estate management and development planning in the provision of essential education facilities," it says.

"Indeed all university property, whether in the form of land or otherwise, is required by the terms of the Bill to be available for use in the public interest for educational purposes. The purpose in no case can be for private benefit or gain. Therefore to exempt universities in the manner we have suggested would not be inconsistent with the policy of the Bill."

It could also mean a waste of resources for local authorities to have to acquire university-owned land before allowing that university to develop it. Exchanges of land between universities and local authorities could be seriously threatened.

The CVCP also oppose the proposed development land tax, under which the universities will be liable for tax when they dispose of land by sale or lease instead of developing it.

"Where universities have been given land by individual or corporate benefactors, then the proceeds of its disposition... should not be diminished by taxation since this would reduce the amount available to be spent on education already envisaged by the benefactor," they say.

● In a reply to a recent parliamentary question by Dr Keith Hampton (Con, Ripon) on the effects on universities of the proposals in the Community Land Bill, Mr Reg Prentice, Secretary of State for Education, said he was considering the effects in consultation with the University

## Adults left on limb by Russell, says OU

Adult education could be provided to the whole community more quickly if it was integrated with all sectors of education in large regional areas, the Open University suggests in its answer to the Russell Report which is published today.

The document is called *Russell and After* and proposes several large regions which would draw together all full and part-time education in the area. This would accelerate the process of providing a fuller and better adult education service, it says.

The document criticizes the Russell Report for not suggesting how adult education might be integrated with further and higher education, and with schools. "Only if there is a truly organic administrative and academic relation among all these can the aim of an all-embracing educational service be realized."

Part-time study must be made more attractive, with adequate grants, a national credit scheme, and suitable qualifications at all levels. Adult education should continue to be financed chiefly from public funds.

Extracts, page 10

## UGC floats 'more medics' plan

In an attempt to increase the number of medical students without incurring extra cost the University Grants Committee has suggested that universities with medical schools "adjust" the number of science students admitted to pre-clinical departments.

The UGC has said that, although it is unable to make additional grants toward increasing the intake of medical students in the present quinquennium, it would expect to take any agreed increases into account when considering grants for the next.

The figures on applications received by April this year show that applications for applied science courses nearly doubled compared with last year. Most of this increase was accounted for by the rising demand for the engineering

## 'Prentice policy harms university morale'

by Frances Gibb

The morale of the universities was being destroyed by Reg Prentice's discrimination against them, Mr Norman St. John-Stevens, opposition spokesman on education, science and arts, said this week.

Speaking at the annual lunch of the Farnham Conservative Association in London, he said: "The damage being done within the university community is appalling, and yet Mr Prentice has declared that he is unaware of any crisis in the university world."

"This combination of complacency and obduracy bodes ill for university development."

He said that universities were the crown of our educational system. "They have given us the best first degree in the world and one that can be achieved in the shortest time. The wastage rate of their students is amongst the lowest in the world—

9 per cent as opposed to 60 per cent in the United States and 40 per cent on the continent.

"It is a poor reward for the great achievements to discrimination against them so that a lecturer at a university now is paid anything between £600 and £1,000 less than his equivalent in a polytechnic."

"I have long advocated equal pay for equal work throughout the higher education system, but it is very different from actively discriminating against the universities, which is what the Government is now doing."

He said that the Conservative Party was determined to give universities a fair deal and to means to do their job well. "Like the grammar schools they have those who have never entered the doors by upholding high standards and ideals of academic excellence for the entire nation," he said.

### News in brief

#### Sceptics question letting scheme

Backbench Labour MPs are becoming sceptical of the Government's proposals for legislation which would establish a national registration scheme for student lettings.

A meeting of the Parliamentary Labour Party's housing group on Tuesday expressed reservations against the scheme, which proposes to end the security of tenure given to students in the 1974 Rent Act.

Mr Bruce Douglas-Mann, Labour MP for Mitcham and Morden, said this week that it was a controversial piece of legislation, and they felt it had to be fully discussed.

#### Arbitration urged

Fifty Conservative MPs last week signed a motion urging an immediate and speedy arbitration of the Association of University Teachers' salary claim.

It said that great damage was being caused to the career structure of university teachers, and that senior and well qualified staff were leaving.

#### Wellcome welcome

The Wellcome Trust is to make a number of rooms available in its London headquarters for meetings of medical research workers.

The move has been in an attempt to coordinate medical research. In particular, the trust, whose annual income is £3.5m, hopes that meetings held on its premises will help its attempts to direct research support to the areas of greatest need.

#### OU film medal

An Open University television film, produced for a course on the history of architecture and design between 1890 and 1939, has been awarded a silver medal at the Fifth International Film Festival in Madrid. The film, *Le Corbusier: Villa Savoye*, was produced by Mr Nick Levinson of OU/BBC Productions and presented by Mr Tim Beaton, chairman of the course team and lecturer in art history in the faculty of arts.

#### Costs hit college

Rising costs have hit Robinson College, the new Cambridge College which last week received planning approval from Mr Anthony Crosland, Environment Secretary. The college is being financed by a £10m gift from the Newmarket racecourse owner David Robinson. Originally intended to be a medium-sized college, it is not now expected to reach that size until the end

#### Essex elections

The new student President of Essex University is Mr Alan McDougall, a member of the Broad Left and Communist Party. The secretary is Mr Chris Longworth, a socialist, and the treasurer is Mr Kevin Bontle, a member of the Broad Left and the Labour Party.

The large number of candidates included three whose campaign slogan was: "If elected, will serve." These three candidates who disapprove of sabbaticalism came second for both president and secretary.

#### Sir Walter dies

Sir Walter Adams, aged 69, the former director of the London School of Economics, died from a heart attack in Salisbury, Wiltshire, on Wednesday, where he was due to be given an honorary degree.

#### Academy moves

Moves to set up a Scottish academy of the arts were initiated after a meeting in Edinburgh last week of academics from seven Scottish universities. Led by Mr J. Steven Wilson, principal of St Andrews University, and Professor J. H. Grand of Glasgow University, the academics seek to revive the arts side of the Royal Society of Edinburgh, later developing their plans into a fully-fledged academy.

#### Lord Morris nominated

Lord Morris of Grasmere, former vice-chancellor of Leeds University, is one of three possible candidates for the committee of appeals and equity at Lancaster University which will consider the cases of 28 students disciplined for taking part in the recent sit-in. Others are Lord Lawson, professor of law at Lancaster, and Mr J. T. Hudson, a barrister.

#### Working parties for Kent

Kent University has set up three working parties to look into the college system, the academic nature of the university and its governance and administration. The chairmen of the working parties have been Dr J. H. Grand, Mr J. T. Hudson, and Mr J. T. Hudson.

#### NEXT WEEK

Leslie Alcock on archaeology, W. H. G. Armytage on Haldane, Profile of Ronald Clatworthy, ATTI conference reports, Esmond Wright on the Crossman Diaries, William Taylor on the CNA.

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## Government demands cheaper, more efficient polytechnics

by David Walker

Universities and polytechnics must in future be cheaper, more flexible and must free themselves from their preoccupation with 18-year-olds with A levels on degree courses, Lord Crowther-Hunt, Minister for Higher Education, declared last weekend.

In a further elaboration of the Government's grand design for higher education at the Association of Teachers in Technical Institutions conference, the minister suggested that a fundamental shift in resources from advanced degree level work to courses for the 16 to 19 year age group was needed.

Lord Crowther-Hunt hinted that the Government might be forced further to reduce the £400,000 places in full-time higher education it had planned for 1981. This figure could fall even because of the need for even greater reductions in educational spending, which he thought likely, or a fall in demand for degree courses in universities and polytechnics.

Alternatively, the number of places could be reduced while the numbers of students remained the same, or even increased. He estimated that a 5 per cent increase in "efficiency" in the polytechnics could save 10,000 places at a capital cost of £25m.

Lord Crowther-Hunt specifically referred to ways in which money could be saved in the polytechnics and to the need to use spare capacity in the universities for new qualifications such as the DipHE.

More students could be taught by

fewer teachers in the polytechnics, he suggested. Tighter time-tabling, a more efficient use of buildings and a reappraisal of the need for student residence would all save money. Research in the polytechnics should be commissioned that was relevant to the needs of industry and commerce.

In a written reply last week to a parliamentary question by Mr Keith Hampton, Conservative MP for Ripon, Mr Prentice, Secretary of State for Education, hinted that the Government was scrutinising polytechnic costs more rigorously. Sir Alex Smith, chairman of the Committee of Directors of Polytechnics, denied that polytechnic costs were not calculated as efficiently as spending in universities. There was a "pretty serious" exercise in all the existing, he said.

In his speech Lord Crowther-Hunt asked universities not only to consider introducing the DipHE, but to provide for those students who came into the universities after completing the DipHE outside.

Another significant omission from Lord Crowther-Hunt's speech was the question of local government control of education and educational administration. There was speculation this week that the Government was considering re-creation of the old idea of a national council for further and higher education, perhaps eventually to include the universities.

Already some local authorities, in Nottingham, Stockport and the North East, are blocking nationally agreed moves to reduce teachers' working hours in colleges and polytechnics, in apparent accord with Lord Crowther-Hunt's warning of "worse to come". The authorities are said to be side-stepping an agreement made in March between

## Eleventh hour move for new merger

by David Hencke

An eleventh hour move is to be made today to persuade the Association of Teachers in Colleges and Departments of Education to explore a federal merger with the Association of Polytechnic Teachers.

The move comes after the executives of the ATCDE and the Association of Teachers in Technical Institutions have approved a merger between their unions. The ATTI's decision was endorsed by its conference on Tuesday.

A petition signed by 150 members of the ATCDE calling for the association to hold an emergency council meeting to explore the APT merger will be discussed by the ATCDE council in London.

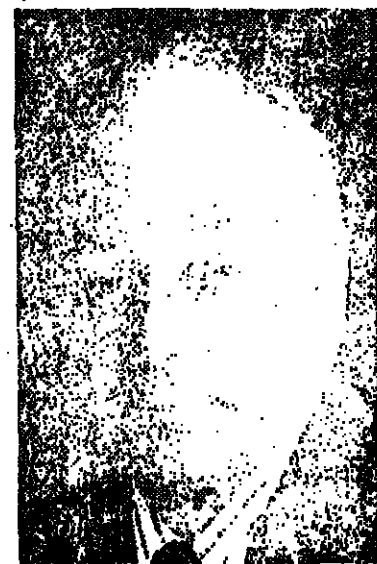
The motion before the meeting "instructs the executive to undertake discussions with the APT with a view to forming an Association of Teachers in Higher Education (ATHE) before a decision is taken on the proposal for amalgamation with the ATTI."

The ATCDE has to have approval from its council for a merger and the final decision will have to be put to a ballot of its 6,700 members.

Council members have been sent two letters, one from Dr Dennis Elwell, executive secretary of APT, and another from Mr Tom Driver, general secretary of ATTI, outlining the case. Mr Kenneth Baker, the acting general secretary of ATCDE, has sent a covering letter emphasising his neutrality.

Dr Elwell claims that the ATTI has not fully represented polytechnic teachers and is thus unlikely to look after the interests of lecturers in colleges and polytechnic departments of education.

Mr Driver attacks what he calls "the half truths" of the APT's case and claims that the APT is inexperienced.



Lord Crowther-Hunt

the ATTI and the Council of Local Education Authorities on conditions of service for further education teachers.

Mr Tom Driver, general secretary of the ATTI, saw the Government's "exercise in participation" as a rapid response by the Department of Education and Science to the recent OECD report, which called for more open government in education. He said it was unfortunate that such an important debate had to take place when resources were being so severely restricted.

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## Saudi medics scheme is unconfirmed

A Saudi Arabian plan to finance an extension of King's College Hospital Medical School in return for a share in student places has not been confirmed.

Dr David Williams, dean of the school, said that the situation was "very confusing" and no concrete proposals had been put to the school.

The plan—disclosed in *The Guardian* this week—was put to the newspaper's education correspondent in Riyadh by Prince Khalid, the Saudi Arabian deputy education minister.

He suggested that buildings for possibly 50 students could be provided at the school in return for 17 to 20 places for suitably qualified students.

There are 20 students taking A level courses in British colleges of further education on grants from the Saudi Arabian Government at the moment.

Dr Williams said that there had been discussions about the possibility of the school admitting Saudi Arabians earlier but he had made it clear that they should not be admitted until the school had been properly equipped. Nothing since had been heard of the proposals.

More recently there had been discussion between the Charing Cross Medical School and London University on the possibility of students taking courses there.

Dr Williams said that papers had been passed from London University to the University Grants Committee suggesting that the university would be interested if it was not at the expense of British students.

## More Lancaster students may be disciplined

by Tim Albert

More disciplinary action could be on the way at Lancaster University after about 30 students burst into a special meeting of the Senate on Thursday to question the question of disciplinary action on those who took part in the sit-in.

Mr Charles Carter, the vice-chancellor, told *THE TIMES* "but it was a technical offence and we might want to make charges just to make it clear that we don't condone such things."

He added that the penalties involved would be fines rather than suspensions.

The senate meeting, which had been adjourned from the previous day at the request of the student representatives, had been called to discuss who would chair the committee of appeals and equity.

The committee is to consider the appeals of the 28 students fined or suspended at the university last October. The students protested at the adjourned meeting over the three

suggested candidates, and walked out after their protests had been dismissed. The 30 students burst in shortly afterwards.

One member of Senate said: "There were no witnesses. No banners. They just stood there looking rather silly, while some members of Senate got rather red-faced."

Mr Dick Soper, president of the students union, said that the interruption of Senate was not an official union action. Before the interruption the Senate had decided to ballot for the post of chairman of appeals and equity. The ballot took place on Friday, and was won by Lord Morris of Grasmere, former vice-chancellor of Leeds University.

Mr Carter said that Lord Morris had accepted and that he hoped the committee would meet after examination time.

Mr Soper said that the students would have preferred another candidate. "Obviously Lord Morris is used to seeing things through the eyes of a vice-chancellor," he said.

## Panel brings pay peace nearer

Settlement of the university teachers' pay claim is expected shortly following yesterday's meeting of the arbitration tribunal under the chairmanship of Mr Andrew Leggatt QC.

The arbitration panel was set up last week after university teachers refused a Government offer of a 1.8 per cent increase payable from October 1975.

The panel's decision is binding on both sides in the dispute, although any proposed increase in university teachers' pay will have to be agreed by Parliament.

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## L.e.a.s given sanctions warning over vacancies

by David Walker

The ATTI will carry out a programme of sanctions against any local authority refusing to fill vacancies as a result of cuts in Government spending on education, the Association of Teachers in Technical Institutions decided at its annual conference at Scarborough last weekend.

Declaring that proper provision for education and for the status of teachers were articles of the social contract, it voted for a national campaign to fight cuts in conjunction with other trade unions and the TUC.

Lord Crowther-Hunt's warning of worse cuts to come in the education budget was resisted by delegates. Mr Tom Driver said that if the Government could find money for a mounting defence budget, the ATTI would not accept that there were no resources for education.

The debate on Government policy which—despite Lord Crowther-Hunt's statement that education spending was still growing in real terms—was held to be an attack on education, spilled across separate motions on salaries, conditions of service and the need of underprivileged groups for further education.



Ms Marilyn Moos of Kilburn Polytechnic.

## 'Needs dictate shift in resources policy'

The Government was considering a fundamental shift in resources from advanced further education to the 16 to 19 age group, Lord Crowther-Hunt, Minister for Higher Education at the Department of Education told the conference.

Such a policy was dictated partly by the needs to reduce costs, particularly in the expensive polytechnics and universities, and partly by social justice and the need to provide for a neglected group in the population.

Lord Crowther-Hunt's speech, which was interrupted by delegates' jeers and asides, mixed evidence of the Government's search for ways to reduce the costs with its desire to provide for those who left school at 16 with no further opportunities for education.

He said the failure to provide day release and other opportunities for the 16 to 19 age group was a loss of the country's most precious resource, the latent ability of its young people.

Lord Crowther-Hunt began the latest of his "participation exercises" by telling ATTI members bluntly that they could expect a salary increase reflecting cost of living adjustments and that was all.

Further cuts in the education budget were likely although growth was continuing and the Government wanted—through consultation with groups like the teachers' associations—to set priorities for its future spending.

## Walk-out threat greets 'status' speech

A moment of drama came to the conference when a number of delegates threatened to walk out of Lord Crowther-Hunt's speech unless the status of a proposed meeting with the Association of Polytechnic Teachers was clarified.

Members of the ATTI were upset by what they understood to be

Privately officers and members of the ATTI executive accepted the merit of some of Lord Crowther-Hunt's remarks, although he was stating what had been the policy of the ATTI for some time.

Unit costs in some colleges and in some areas could be reduced. They accepted his emphasis on flexibility, agreeing that buildings could sometimes be used more efficiently and empty science and technology places needed to be filled.

The sticking point in Government policy was any increase in hours worked or the loss of any jobs. Delegates from Stockport, Nottingham, Northern Ireland, Newcastle and Durham said that already local authorities were refusing to agree to conditions of service which had been nationally negotiated between the ATTI and the Council of Local Education Authorities.

Mr Jim Atkinson, of the north-east division, alleged that the Northern Council of Education Committees was resisting moves to reduce teachers' hours in accordance with the national agreement.

The conference resolved to mount a campaign in branches where authorities "refuse to improve conditions to at least the minima" and including strike action if necessary.

Another motion reiterated ATTI policy on developing a "genuinely comprehensive" education system, with special reference to the 16 to 19 age group and adult illiterates. It also threatened to take action if the national agreement was not accepted.

A delegate from the north west, Mr Billy Bichy, accused the Government of consuming the seed corn of future generations. A string of delegates castigated the Government for reducing spending when the economy was going into recession, a time when more needed to be spent on training and education.

For the executive Mr Jack Mansell, last year's president, criticized prevailing "Victorian" attitudes to the 16 to 19 age group and "50 years of broken promises on improved day-release schemes". A policy statement recently issued by the ATTI asks the Government for a release compulsory for all young people in employment.

In the main debates on reduced spending in education, the leading critics of the Government and often of the ATTI executive were the Rank and File Technical Teachers group, many of whom are members of the International Socialists.

Mr Martin Barker, editor of the group's paper *Technical Teacher*, commented that the 1975 conference had showed a new mood of anger because the Government had threatened the basic concept of education many delegates held.

In debate he said: "What Crowther-Hunt is really about is the total abandonment of the Robbins principle. Any motion we pass must mention strike action for we must take every possible step to defeat this round of cuts".

Ms Marilyn Moos, of Kilburn Polytechnic who with Mr Barker and Mr Richard Kuper of Middlesex Polytechnic formed an active triumvirate in conference proceedings, said that the cuts were already biting. There were larger classes and amalgamated classes and the number of students on courses had been drastically reduced.

Conference was warned, by Mr Les Rees, from the Wales division, that without adequate training of the 16-plus age group the Government would be forced into more spending, but it would be on prisons and borstals.

Commenting on the debate, Mr Driver warned against a too-ready identification of the problem of 16 to 19-year-olds. While they stayed in schools they could be identified and measured accordingly. But further education, he said, was opened and education remained as relevant to the 25 and 30-year-old as the school leaver. What he wanted was a firm commitment by the Government that they would act.

However, the Labour Government's pledges—including that on further education—were scorned by delegates. Miss Sheila Cochrane, of the West Midlands delegation, argued that all the pledges in the last election manifesto had been abandoned.

In the conference's detailed consideration of salaries, the ATTI policy as presented in evidence to the Houghton committee last year was reaffirmed. The executive was instructed to continue to press for

relatively greater increases for lower paid teachers and for the merging of the lecturer one and two grades.

The major source of opposition to established policy came from the Outer London division which sought in a series of amendments to strengthen the executive's hand.

Mr Richard Kuper argued that the concept of professionalism given prominence in the Houghton report was a device to "buy off" teachers by talk of spurious responsibility.

The ATTI was threatened by seduction by the inflated class of educational managers on the one hand and by loss of membership among disgruntled lower paid teachers on the other.

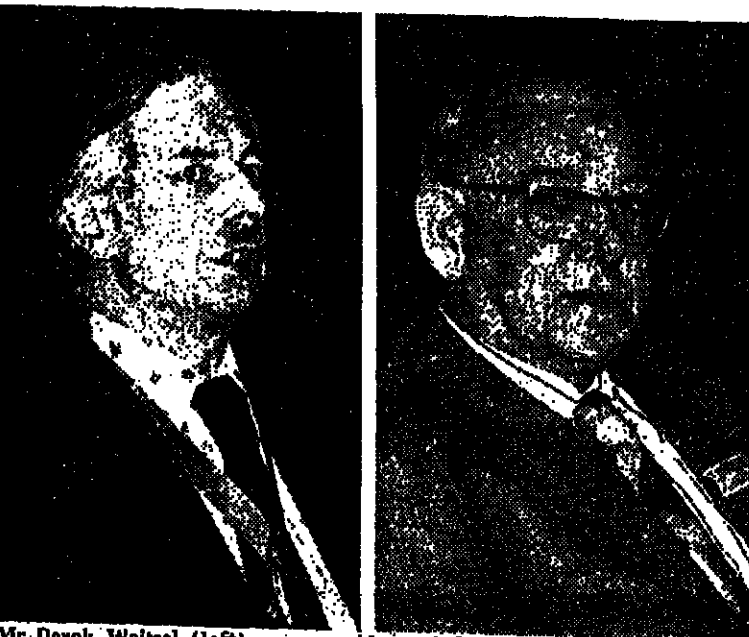
In reply Mr Driver asked conference not to underestimate the significance of the acceptance by Houghton of the ATTI case on unified salary scales in further education, against the secessionist movement in the polytechnics.

A number of delegates argued strongly that in future salary negotiations the ATTI should press for a single flat rate increase instead of percentage rises, to benefit the lower paid. They painted a picture of the association riven by the divide between senior and principal lecturers and the lower grades.

For the executive Mr Roger Jinkinson, of Souths Polytechnic, said that a flat-rate rise in inflationary conditions was foolish.

In secret session the ATTI discussed progress on their current salary claim which is being considered by the Advisory, Conciliation and Arbitration Service. It is understood the executive, after some disagreement urged delegates to accept an offer—if it is made—similar to that agreed for Scottish teachers recently. This involves increases strictly in line with cost-of-living increases, roughly 21 per cent after threshold.

The conference also considered the question of women's rights on which a working party of the ATTI has recently reported. A motion before the conference asked for the ATTI's policy on maternity leave to be strengthened and for joint campaigns with other trade unions to obtain facilities for staff and students.



Mr Derek Weitzel (left), new president of the association, and general secretary, Mr Tom Driver.

## Large cuts planned for small saving-Weitzel

Some local authorities are planning to make major cuts in their spending on further education, Mr Derek Weitzel, the new president of the Association of Teachers in Technical Institutions, said in his address on Saturday.

They have contingency schemes to make small savings in the education budget by sacrificing adult and further education and the youth service which they do not have a statutory responsibility to provide.

Such cuts would harm the fabric of the education service and take years to repair, he said.

"Success in dealing with the economic forces now ranged against us will only come if we are even more firmly united than before. The ATTI has always had the cause of

## A policy for compulsory day release

At the conference the ATTI circulated a policy statement on the 16-19 age group which said:

There are certain steps which should be taken immediately both by the Government and others to achieve an increase in the numbers of young people obtaining release for further education. The Association does not see any one of these measures as making more than an interim contribution towards achieving the ultimate objective—giving all young people under the age of 18 the opportunity to develop their potential—but they are recommended for appropriate action.

● The implementation of legislation giving the right to day release to all young people under the age of 18.

● A firm declaration by all government departments and by nationalized industries and public services, including local government, that all young workers will be required to attend for not less than the equivalent of one day per week at college of further education for an appropriate course.

● The recognition by both sides of commerce and industry that the granting of day release to all young workers should be a part of negotiated agreements on working conditions. The conclusion of collective bargaining arrangements which included these requirements would be a substantial preliminary step and would increase the interest of both management and employee representatives in the development of young workers and the courses of education they followed.

● The payment by local education authorities for fees and other expenses for those under the age of 18 as recommended in the letter to CEOs of July 30, 1972. This would represent substantial financial encouragement to many young people and, in some cases, would be an added incentive to employers.

● A requirement by Industrial Training Boards for day release for further education for all young workers employed by a firm as a condition of granting an "exemption certificate" within the terms of the Employment and Training Bill. The continuation of such an "exemption certificate" should be made conditional on the maintenance of a system of day release by the firm.

● The extension of the training award schemes with additional finance being provided by the Government so that increasing numbers of young people on leaving school undertake pre-employment courses of integrated training and education. A number of Industrial Training Boards have sponsored such schemes in recent years with financial support from the Department of Employment and the Construction Industry Training Board has made provision for a substantial extension of the scheme in 1973-74.

These schemes ensure that employers recruit young people with an individual employment value greater than that of those straight from school and, in return, they should be required to guarantee continued training and day release.

An extension of the Northern Ireland practice of indenturing young apprentices initially to the Board and then transferring indentures at an appropriate stage should be considered with appropriate arrangements with employers to ensure continuation of attendance at colleges on a day release basis following the first year of full-time integrated training and education.

● The extension of proposals in the White Paper *Industrial and Regional Development* (March 1972) for schemes for payments to firms in Assisted Areas for training and retraining of workers. Weekly grants to employers are made during the period of training, and it would be possible to extend this provision to employers who are prepared to grant day release to all their young workers.

The need to employ additional young people to cover periods spent in college would absorb more into employment in these areas and not only increase the development of skilled manpower potential but also reduce the extent of unemployment of young people. It would also help to reduce the hard core of young unemployed who find considerable difficulty in obtaining work.

It would be necessary to ensure that employers met the terms for the providing of grants, and that the money was to be introduced by the Careers Advisory Service.

● The award to employers of some form of an investment allowance which would be related to the total amount expended in wages and other payments to those on day release. Such an allowance would have the effect of increasing the value to the employer of young people undergoing further education and training and would reduce the current pressure to restrict the opportunity for day release to those under the age of 18. It would also recognize the importance to society of further education and would be an

## Don's diary

### After the salami

My research frequently takes me to France. This time I got into Paris for a meeting at the Sorbonne and took the underground to the Odéon. The Metro was unusually crowded for mid-afternoon, like a rush hour in fact, and when we arrived at the station the platform was so packed that people had to push their way out. The squish was such that the train could not leave the station for fear that people might fall off on to the track.

All this was complicated by a crowd determined to leave by the exit nearest the road, which had been closed (presumably by the authorities) and the noise made by the chanting of slogans impeded the communication of this information to those at the other exit.

Next to me a young schoolboy put a key into his fist and started to smash in the fronts of the vending machines, although without any apparent desire to get at the contents; glass flew across the platform and there were protests at this. French crowds are very dynamic.

I had stepped into the middle of a demonstration against the reform of the education system. The Haby

reforms, named after the minister responsible for cooking them up, have precipitated a whole series of demonstrations in the universities and schools. Because the government has been proceeding by "salami" tactics their chances of success are greater than those of preceding reformers in this politically highly-sensitive area.

The demonstration was, I should have guessed, a very middle-class one but ironically the protests against the Haby reforms have enabled the Communist Party's secondary school union UNCAL to regain the initiative over the extreme-left factions. This is an heroic achievement for the party which seems to have been making the running as the main organized opposition to the reforms and which has had a big campaign throughout the country.

### Class warfare

The pressure in certain sections of the French education system is intense and exams are extremely rigorous. One evening as friends were going past one of the gigantic halls of residence a student started them and asked whether they could see a

and some comprehensive work perfectly well.

The objection to the present policy lies in the belief that any single pattern will solve all problems, and that such a pattern is inappropriately imposed by the force of the state.

There is about this plan the kind of stupidity usually found only in lemmings and paucity animals whose response to a difficulty is to do the one thing that will infallibly make it worse. A forced union between the willing and the reluctant educational may work or it may not. When yeast meets dough, the bread may rise; but if the dough is heavy enough, the yeast will lose its sparkle, too.

There is no doubt that there have been children who, if they had gone to schools less dominated by the tone of the educationally recalcitrant examination results, would have been better educated. But to respond to these complexities is beyond the imagination of an administrative steamroller.

So far as schools are concerned, then Mr Prentice is an educational disaster because he is pushing on with a levelling programme in the face of experience which would make a sensible man pause and go slowly. He is imposing a regime upon thousands of people who regard it as a fear and a despair, and who thereby become the victims of what is whimsically called "democratic decision-making". But there is always one thing better than a democratic decision: one's own.

Education in schools comes a poor second to social and administrative considerations; but education in universities is now being treated with quite positive contempt. Over the last two decades, governments have first expanded universities and are now busily engaged in contracting them. The one constant is the way in which universities have become increasingly subject to the state.

The selling slogan of this policy has been "expansion of educational opportunity", while the reality of it has only in recent times become fully visible. For one thing, universities have become pawns in a game they cannot control. An earlier example of this was their use as an expansion of the nation's income policy; now we see the even more dangerous situation in which they are helplessly at the mercy of intrigues and conflicts between one or another Cabinet minister. Academic independence has become the plaything of demagogues.

Another aspect of this particular variety of educational opportunity is the moral decline of academics and teachers. They have flaunted their trivial pursuits and worn down

light in one of the rooms. There was a very faint light in the corner and the student, almost in tears, explained that they had knocked on the door for some time but that there had been no reply.

Last term in the same corridor there was a suicide in almost identical conditions. The connexion of this incident with the Haby reforms is not that obscure. These reforms have entailed the suppression of some 18 per cent of the secondary school teaching posts and a large number of those in the *agregation*. So the grand slam of examinations in the Western World has become that much more difficult; it is not hard to see why French students often regard British university education as a cakewalk.

On Thursday evening I was able to hear a destruction of these reforms by M Bichet, of the CFDT, the large non-communist union, in Lille, along the classical Cartesian lines, *grand A, grand B, grand C, petit A, petit B, petit C*. I took him to be the product of a long trek through the French education system but it transpired that he was a self-taught and that his principal interlocutor was a Lebanese lecturer in law. All this discussion was conducted in Marxist terms, for anybody to understand the meaning of the term class war a bit of French history is useful for France is nothing but the classic land of the class war.

The Centre for Contemporary European Studies at Sussex University has just announced a touch-on the referendum and renegotiations, but in France the quarrel, ferocious as it is in Britain, has passed almost unnoticed. The whole issue, which

shoes us arguments for more money. In a situation in which the only capital to be used is a display of desperate feelings through the servile arts of protest, and where to be contentedly getting on with one's job is in effect to be robbed and ignored, they have as far lost all sense of vision as to join anybody else in humourless distributives about the erosion of their comparative income position.

Worst of all, they have fallen into that most debased form of political pressure in which innocent third parties, in this case students, are to be injured in an attempt to influence the government. The fact that the National Union of Students, with its customary indifference to the genuine interests of students, has endorsed the Association of University Teachers' policy of withdrawal of self-taught students may possibly have given pause to some of the supporters of that policy.

Such is the position to which our dependence on the state has driven us. And now Mr Prentice expresses the full measure of this contempt by suggesting that universities should divest themselves of whatever capital assets they may still possess. In order to become even more supinely dependent upon the likes of him!

The reason given is to afford a moment's pointless respite in dealing with a problem of inflation caused by the incompetence of recent governments, of both parties, who for a succession of paltry temporary advantages have been living upon a fantasy of extended credit. The accumulated inheritance of self-governing institutions is to be tossed away in the folly of these incapable spendthrifts.

The realities of our situation are clear and serious. One of the few links we retain with reality lies in the fact that the university is an international institution, and that the status of at least its higher reaches cannot quite be determined by the fiat of our local despots. Harry Johnson is moving abroad. Mr Prentice is working hard to ensure that his memorial will be a ruin.

The British people have an ancestral curse for use against intolerable rulers. It was used by Oliver Cromwell in denouncing the Rump and by Lord Airedale facing Neville Chamberlain in 1940: "Depart, I say, and let us have done with you. In the name of God, go!"

I do not invoke this curse—quite only because it should not become another of those traditional resources squandered in journalistic overkill, like the Dunkirk spirit and because it must be uttered by someone having political authority.

I think I will be satisfied with the more modest and worn-down

the universities in general have had a bad press.

It seems that the most significant factor in the rate of university expansion has exceeded the rate of increase of applicants, although overseas applications are going up and many of our MA students are from overseas. At the moment there is an increase in places and it is an applicant's market, it being generally easier to get into university than in the 1960s.

It is interesting to speculate on what will happen in the long term in, say, the 1990s, after the next population boom in five or six years' time. Unless there is a significant change in the proportion of applicants from the population in general there could be an absolute decline in numbers.

These trends though are notoriously difficult to estimate. The admissions office at Sussex considers that this lack of information is making it impossible to plan in the long term, or even for next year come to that. Nobody really knows why people apply to certain universities and what people's images are of the various universities.

Apparently the idea has got around that Sussex only takes people whose first choice is Sussex. Actually the level of preference makes no difference to the way Sussex processes applications, but it will take an army of brain surgeons to remove this notion from people's heads. Doubtless Sussex suffers somewhat from having blown its own trumpet rather too much in the early 1960s.

The arguments of the 1960s that Britain was needed in the EEC as an element of stability look some, what pallid now and there is no doubt that the country's standing has been seriously damaged by the whole wrangle and not even a massive "yes" vote in the referendum can put this right.

### Absolute decline

David Bell

The author is lecturing and researching in European politics at the University of Sussex in the Centre for Contemporary European Studies.

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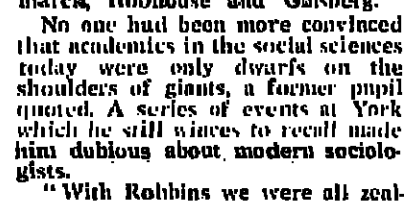
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My position is paradoxical. I spent many years defending—and still do defend—the subject against outsiders who denigrate it. It can have intellectual excellence; but the caricature sociologist also exists.”

Dr Fletcher's version of sociology seemed to many to ring more and more old-fashioned, notably to “the boy scouts of the revolutionary cam-

"But given the context, I could not continue in the university and

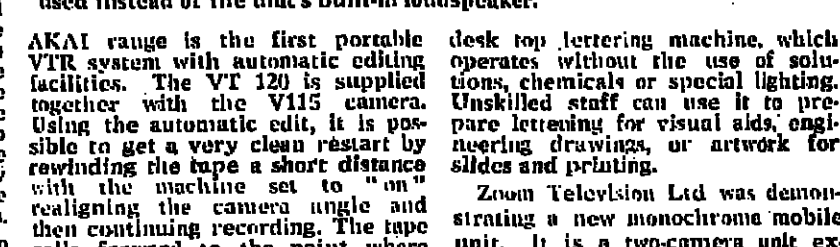
It there is a bluntness in his writings about higher education—and it is very faint since he is no man to hold rancour—it is perhaps because he realizes that the qualities needed for academic success are not encompassed by his moral universe.

**David Walker**

Tutorials were held in subjects from the social science, education, arts and science faculties. Each

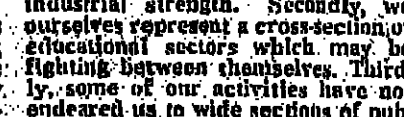
Other new items being displayed included a Super 8 sound camera, a heavy duty audio cassette recorder, expressly designed for training

LCH 2031 P/P machine that can be adapted to project a picture on a conventional screen and the LCH 1903 two to one cassette copier. This will produce up to three cassette copies from one master and can be extended by adding slave units, each capable of producing four additional copies.



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But the outlook, if these kinds of uncoordinated actions take place, is bleak. As the educational cake becomes relatively (and possibly absolutely) smaller, all the differ-



philosophical controversies, while permitting great mistakes to be made for the future of education in this country.

tain disregards, in respect of his or her own income. Under the new arrangements, the spouse's income may additionally abate other dependants' allowances, which for this

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on the subject being discussed. Tutors said they needed more information about students beforehand and that it was important to have a constant group.

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"local" explanations entirely  
suffice. Here, I would like to  
mention three aspects which have  
more than a local significance and have

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"local" explanations entirely  
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popular (the forthcoming CBA degree course guide for interdisciplinary courses lists over 150 in a number of areas). There are the criticisms of specialization per se, that it is a "plural, plural vision" or a limited

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Speech to the Association of Teachers in Technical Institutions in Scarborough last week

# Crowther-Hunt warns of worse to come

It is particularly important that we should get our priorities right between the different sectors of further and higher education, between our plans for the further education of the 16-19 year-old groups who have left school and our plans for those going on to the polytechnics and the universities.

It is in this context that I should like, first of all, to stress the importance of the flexibility in the non-university sector of further and higher education which the reorganization set in train by the 1972 White Paper and Circular 7/73 has provided.

This reorganization was planned, first, to meet a situation in which the decline in the birth rate had made necessary a drastic reduction in the number of teacher training places—from the present 115,000 to 60,000—second, to promote the integration of teacher education with other forms of higher education and, third, to make the maximum use of the capital assets represented by the teacher training system.

The process of reorganization has of course been difficult and painful, particularly to those in colleges of education who will not only be affected by the redundancies, but also have had to adjust themselves to radical changes in a system and in institutions with long traditions.

In effecting the reorganization we have been guided by a number of criteria. We aim to produce a better geographical distribution of teacher education, vitally important in relation to in-service training; we must guard against fragmenting the available teacher training places between too many institutions in the department of academic and professional standards. And we must avoid wherever possible the physical closure—and therefore the consequent loss of colleges to which we can no longer allocate teacher training places.

Here it seems to me—a lot of confusion has arisen by the loose use of the word closure. It seems to have been assumed that all colleges which cease to have teacher training places will be physically closed. This is not always so. Wherever possible it is my aim that they will continue to provide places for other forms of further and higher education. And I have no doubt that nearly all the 30 colleges which will cease to be used for initial teacher training will continue to provide places for other forms of further and higher education.

cher training will continue to make a most useful contribution to our educational needs in general and the needs of further and higher education in particular. Any other course would be totally ineffectual.

The end product of all this seems likely to be some 90 to 100 institutions engaged in initial teacher training with an average of some 600 teacher training places for initial and in-service training over the country as a whole. Most polytechnics will be engaged in teacher education and there will be a number of comparable institutions such as Goldsmith's College in London and the proposed Roehampton Federation which will be mainly or solely engaged in higher education.

Some of the remainder will in addition have a major role in non-advanced further education, and although I know that there are some who feel that advanced and non-advanced work should be strictly segregated, the Government do not share that view.

The Government believes that this reorganization will create an institutional structure which is sufficiently flexible to enable us in the years ahead to provide the very many different types of courses and forms of educational provision we shall have to develop to meet both the needs of individuals and the needs of the community as a whole.

One other development which also provides for greater flexibility which I am particularly interested in is the Diploma of Higher Education. When it was originally proposed in the 1972 White Paper it could hardly be said that it was greeted with universal enthusiasm. I believe that attitudes have changed a lot since then and I expect to see increasing recognition of its potential appeal to students as a two-year qualification offering greater variety and flexibility than they have enjoyed hitherto.

Of course, it will need time to establish itself—any new qualification must do this—but it has made an encouraging start in 1974. The Government has helped by providing for mandatory awards under the 1975 Education Act and there are good prospects for 1975.

My chief regret is that for the time being at least it will be offered entirely or almost entirely in the polytechnics and colleges in the further education system. With re-

education to universities falling below expectations the introduction of a Diploma in the universities may be worth serious consideration and I hope the universities will do their best to provide appropriate admissions to the university sector for those who have completed their DipHE in the non-university sector, and by appropriate here I mean giving full recognition in their own course requirements to what a DipHE holder has already achieved.

come to the Robbins principle of providing enough higher education places for all students qualified and willing to take them up. Now—on present planning, we estimate, as is well known, that will mean about 640,000 places in higher education by 1981. And we have also envisaged that these would be split very roughly half and half between the universities and the rest.

But is that likely to be the most economical way of providing for this expansion? Given the spare capacity and the possibility of a more efficient use of space in some of our universities, should they perhaps take a greater proportion of the projected expansion? Or, from all points of view, will it be cheaper and more efficient to concentrate the bulk of this expansion in the polytechnics?

There are, perhaps, even more fundamental questions we have to focus on here. Just suppose that further economies in educational expenditure mean that looking to 1981 it is no longer realistic to think of providing 640,000 places at current standards?

There are a whole series of issues that have to be faced here—all linked with how far we are prepared to modify present standards in the interests of expansion. For example, if we were to aim at a student/teacher ratio of 8.7:1 in advanced FE instead of the present figure of about 7.0:1 we should be saving some £3m in 1977/80, and over £3m in 1979/80. If we were to aim at a student/teacher ratio of 10:1, we should be saving some £5m in 1977/80, and over £5m in 1979/80. If we were to aim at a student/teacher ratio of 12:1, we should be saving some £7m in 1977/80, and over £7m in 1979/80. If we were to aim at a student/teacher ratio of 15:1, we should be saving some £9m in 1977/80, and over £9m in 1979/80. If we were to aim at a student/teacher ratio of 20:1, we should be saving some £12m in 1977/80, and over £12m in 1979/80. If we were to aim at a student/teacher ratio of 25:1, we should be saving some £15m in 1977/80, and over £15m in 1979/80. If we were to aim at a student/teacher ratio of 30:1, we should be saving some £18m in 1977/80, and over £18m in 1979/80. If we were to aim at a student/teacher ratio of 40:1, we should be saving some £24m in 1977/80, and over £24m in 1979/80. If we were to aim at a student/teacher ratio of 50:1, we should be saving some £30m in 1977/80, and over £30m in 1979/80. If we were to aim at a student/teacher ratio of 60:1, we should be saving some £36m in 1977/80, and over £36m in 1979/80. If we were to aim at a student/teacher ratio of 70:1, we should be saving some £42m in 1977/80, and over £42m in 1979/80. If we were to aim at a student/teacher ratio of 80:1, we should be saving some £48m in 1977/80, and over £48m in 1979/80. If we were to aim at a student/teacher ratio of 90:1, we should be saving some £54m in 1977/80, and over £54m in 1979/80. If we were to aim at a student/teacher ratio of 100:1, we should be saving some £60m in 1977/80, and over £60m in 1979/80. 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American news

Angela Stent visits the experimental campus of Hampshire College

# 'Iconoclasm in a rural idyll'

The current economic climate in the United States would hardly seem auspicious for the success of a small, new, experimental liberal arts college dedicated to education innovation where almost anything goes. Yet Hampshire College is defying the national trend and flourishing while other colleges are cutting back.

Opened in 1970, Hampshire graduated its first class last year and recently received full accreditation; and although controversies over its motto, *et in terra pax*, have marred its reputation, it has maintained its commitment to an unstructured, radical form of education, where students can even select their peers to examine them.

Hampshire College is the outgrowth of "the New College Plan", a concept proposed in 1958 by a joint faculty committee representing neighbouring Amherst College, Mount Holyoke, Smith and the University of Massachusetts.

The main idea behind the plan was to create a fifth college in the Connecticut River valley and to operate this institution primarily on the income from student charges. In 1965, an Amherst alumna gift of \$6m made this plan a reality.

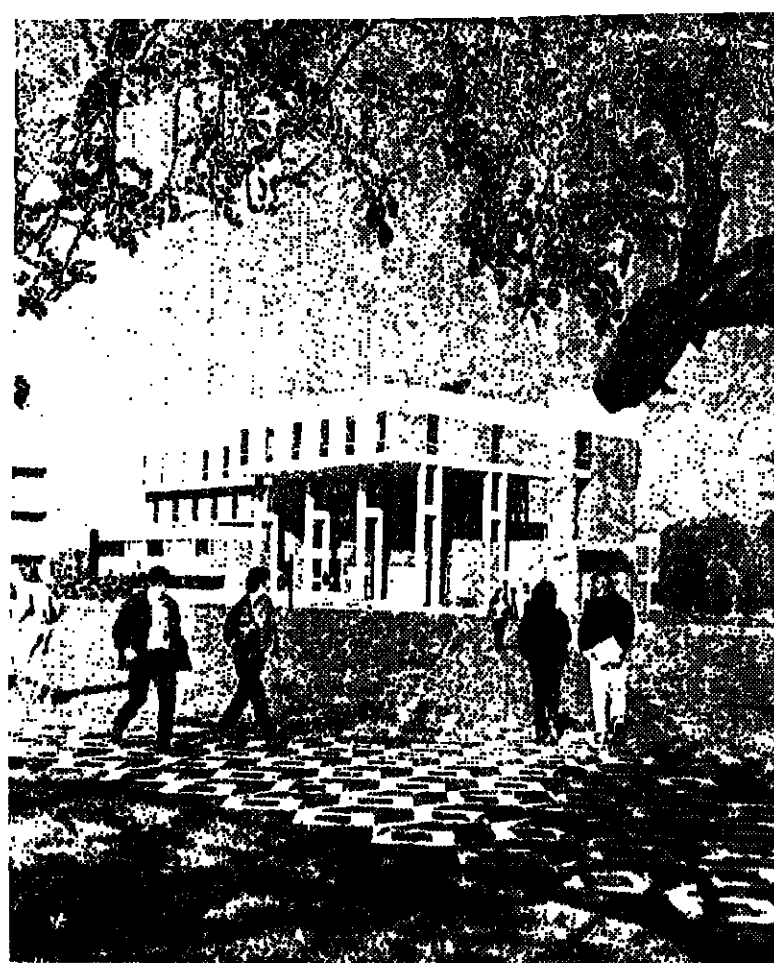
Hampshire officials claim that they only accept applicants who display strong powers of self-direction and unusually independent motivation. Half of the college's 1,320 students are female, about half are from private high schools, and most students come from the eastern seaboard.

There are no academic departments or faculties but instead four schools: humanities and arts, language and communication, social science and natural science. There are no grades, no class attendance requirements, few examinations and no regulations for the duration of a BA which can take anything from three to six years.

The only formal requirement is that students must pass through three "divisions" in order to qualify for the BA. Division I, basic studies, is designed to introduce students to independent studies and enables them to take whatever courses they choose, providing they pass four examinations—one in each of the schools—before they advance. Students design their own examinations and in fact can have other students as their examiners.

At the next level, division II, students develop a concentration in one field, for which they must pass one examination. And in advanced studies, students complete an independent study project which often involves field work and is designed to incorporate some service to the college.

The Hampshire curriculum blends its iconoclasm with the idyllic rural atmosphere of the elegant 550-acre campus. The school of arts and the humanities announce in the course catalogue that "there is something like a



Hampshire: "where almost anything goes".

Copernican Revolution going on here—knowledge is treated as a perspective on the whole phenomenon of man." Course offerings range from "Anxiety and other constraints against sanity in group life" to "A revolutionary sequence of three elementary physics courses and a mathematics course for students wishing to formalize a commitment to mathematical activity".

However, Hampshire's most prized school is that of language and communication. There is little language teaching per se—only French and Spanish—but the school "is an experiment which brings together the disciplines that study the forms and nature of symbolic activity".

Courses in the school include ones on television production and on verbal and non-verbal dimensions of communication, and if students yearn for more traditional learning they are encouraged to take courses at any of the four other colleges within a seven-mile radius.

American graduates and professional schools rely heavily on grades and test scores in their admissions process. They also rely on conventional examinations, and thus Hampshire students appear to be at a disadvantage in post-graduate study.

Since the first class graduated last summer, it is too early to say how the graduates are faring. Of the 46 students (out of a total of 139) in the 1974 class who applied to graduate and professional schools, 38 were accepted.

Hampshire's faculty are more vulnerable than at other colleges because of the special system of

evaluation. There is no system of tenure, but the professors are awarded four to seven-year renewable contracts. Undergraduates write evaluations of each of their professors and play no important part in determining which teachers have their contracts renewed.

Some faculty are disenchanted. One member, frustrated at having to be available to students at all times, complained that "too many of these students were born with a silver spoon in their mouths. They expect adults to be at their beck and call".

This points to a larger problem which Hampshire has been facing over the past two years—the charge that it is too "elitist". In effect, the college because of its prohibitively high fees (\$3,623 for tuition plus \$1,500 for room and board).

Although the college had initially intended to increase its scholarship aid, the current financial pinch has affected it particularly hard, because it has a small endowment and no alumni.

While Hampshire struggles to survive the economic crisis, some outside experts charge that its innovative approach has not yet evolved a viable educational system. Others claim that it has already lost some of its initial *élan*, and is becoming too traditional.

The drop-out rate runs to around 35 per cent, although there are many transfers, and some drop-outs return; and many students admit that if the other four colleges were not there, Hampshire would have a difficult time surviving.

# Think-tank goes part-time in survival struggle

Mr Malcolm Moos has resigned as president of the Center for the Study of Democratic Institutions and Mr Robert Hutchins has again assumed the post in a reorganization aimed at coping with the centre's financial problems (*THEES*, April 25).

The centre, established 16 years ago as a community of full-time resident scholars, has been divided into two projects for part-time, non-resident academics. They will be located at Santa Barbara, California, and in Chicago.

Mr Hutchins, 76, will guide the Santa Barbara group, while Mr Ralph Tyler, an educational consultant who has been named vice-president, will direct the new Chicago group.

The *Center Magazine*, *Center Report* and other publications, as well as the organization's membership operations, will remain in Santa Barbara.

"We plan to experiment for at least two years with largely part-time scholars instead of full-time scholars in residence," said Mr Hutchins.

Although the centre will have no formal affiliation with the University of Chicago, "at first most of the part-time scholars will be from there," he said.

Mr Hutchins was president of the University of Chicago from 1929 to 1945.

According to Mr Hutchins, both groups will use the method of scholarly exploration established at the Santa Barbara centre. "We will deal with the same subjects in the same way through participating in dialogue and publication," he said.

The centre has long held several dialogue meetings each week during which resident scholars and visiting experts discuss a specified topic. The discussions are edited and serve as the basis for articles for the *Center Magazine*.

The change to a part-time arrangement eliminated a resident scholars' programme reported to be costing the centre more than \$1m a year.

The only fellow asked to remain in Santa Barbara was Alex Comfort,

who had committed 20 per cent of the income from his best-seller, *The Joy of Sex*, to the centre.

However, Mr Comfort opposes the reorganization and has demanded that the centre return to him the \$93,000 in royalties it has already received.

Mr Comfort said he would sue if the money was not returned.

Mr Moos, president of the University of Minnesota until his appointment in June, 1974, conferred last month that the centre had been



Alex Comfort: no joy at Santa Barbara.

losing about \$85,000 a month in spite of staff and budget cuts.

The deficit for the six months ending last December 31 was reported to be more than \$500,000.

Among the senior fellows released as a result of the change were Elizabeth Mann Borgese, author-daughter of Thomas Mann and a specialist in international relations; Harvey Wheeler, a political scientist and co-author of the novel, *Fall-Safe*; Lord Ritchie-Calder, Rexford Guy Tugwell, an economist who was a member of President Franklin D. Roosevelt's "brain trust"; and John Wilkinson, a physicist, mathematician and philosopher—*Chronicle of Higher Education*.

# Science PhDs face bleak job outlook by 1983

from Frances Hill

NEW YORK

There will be a surplus of scientists and engineers with PhD degrees by 1985, according to a report from the National Science Foundation. Between 375,000 and 400,000 science and engineering doctorates will be competing for about 295,000 jobs in science and engineering fields.

Due to decreases in student enrolment in science and engineering courses in universities—a result of the falling birth rate, and a projected swing away from science as a career choice—fewer jobs will be available to those with PhDs, says the report.

About one-third of the science and engineering doctorate labour force will be employed in non-academic research and development. Possibly over one-fifth of the labour force may not be engaged in any science or engineering activity in 1985, as compared with less than one-tenth in 1972.

The results of these projections are an indication of the anticipated condition of the

future labour market for all college graduates in the next decade, the report says.

It has been projected that over 15 million college graduates will be entering the labour force in the seventies, with 8,800,000 leaving it. For the same period, it is projected that economic growth will generate fewer than 5,500,000 professional jobs and replacements in these occupations will require only 6,400,000 graduates.

This leaves three million new college graduates entering over employment, many of them in non-professional activities or in positions similar to those filled by non-graduates in the past.

The most drastic shift from the academic employment of science doctorates by 1985 will be in the physical sciences and engineering, the report says.

There will be an increase in academic employment for doctorates in the life sciences. But the proportion of job openings for science doctorates outside institutions of higher education and in fields other than science and engineering will be highest for doctorates in the social sciences and lowest for those in the life sciences.

# Museums' college connexion

Nine per cent of the 1,800 museums in the country are governed by a college or a university, according to a survey conducted for the National Endowment for the Arts and the National Council of the Arts.

Another 30 per cent of the museums offer joint programmes with colleges and universities, usually in the form of "non-credit" or "research at the undergraduate level".

Of the 39 per cent that have some form of affiliation with colleges and universities, 10 per cent offered credit courses in the museum and

47 per cent offered work experience for credit.

The survey also found that 33 per cent of the 1,800 museums considered research to be a "primary" or a "major" activity.

Other findings included: Since 1966, 36 per cent of the museums have been forced to reduce facilities, services, or staffs because of economic difficulties; the income of museums came from private sources.

Women in senior positions in the museums earned only \$6,900 a year on average, compared to \$12,900 a year for men.

France

# Universities get set to take in sports stars

from George Morgan

NICE

A Bill advocating changes in physical education and sport in French schools and universities is to be presented to Parliament before the summer recess by M Pierre Mazeaud, Minister for Youth and Sport.

Among the measures covered by the proposed legislation are plans for a two-year university course in physical education and sport leading up to the DEUG, the *Diplôme d'Etudes Universitaires Générales*. The course will be offered from October this year by selected universities throughout the country.

Over the two-year period, the diploma will involve at least 1,200 teaching hours of which one-third will be devoted to physical activities and sport. Modern languages will also be a compulsory feature of the course.

The diploma will in future be the basic entrance requirement at the Regional Institutes for Physical Education and Sport which train physical education instructors for France's secondary schools.

A key purpose of M. Mazeaud's Bill is to encourage more young French people to do more sport and to help improve France's poor record in international sporting events.

At present, French education, and the universities in particular, are notorious for their almost total disregard for physical activities. The problem, in part at least, is financial and organizational. In the absence of student organizations comparable with British student unions, the onus for providing recreational facilities lies almost entirely with the Ministry for Youth and Sports. The ministry's expenditure, however, is small—only 1 per cent of the national budget.

In Paris, each of the city's 13 universities receives an average of \$15,000 a year for sport. As a result, staff and facilities are in chronically short supply.

Between them, France's 73 universities count only 400 physical education instructors to cater for the needs of 750,000 students.

Few universities have their own sports grounds. In Paris only one can boast any sporting facilities on the campus. Students from other establishments have to travel to far-flung stadiums in the suburbs.

Recently built *unités d'enseignement* or *de recherche* have all been equipped with sports facilities, although frequently they are no more than a swimming pool, a gym-



Rare athletic glory for France: Collette Besson beats Lillian Board in the Olympic 400m final in Mexico in 1968.

nasium or a few tennis courts. New developments have been limited in size on account of the government's decision to halve its capital grant leaving the local authority to finance the rest of the operation.

M. Mazeaud also hopes to boost France's international sports record by encouraging top-flight athletes to combine their sport with study in higher education.

He has said he wishes to model the French university system as closely as possible on the American pattern while avoiding the problem of the professional athlete masquerading as a student.

At Cochin University Hospital Careers in Paris stage have already been taken in this direction. A sports and studies department has been set up in which athletes are encouraged to combine both activities. Teaching programmes as well as lecture and examination timetables have been drawn up to allow students every facility for training and competition.

# No change for baccalaureat

The Haby reform is to go ahead after all, though in modified form. Rumours that President Giscard d'Estaing might insist on the abandonment of the plans to reshape the schools because of nationwide criticisms were killed last week when an inter-ministerial meeting approved a draft Bill prepared by M René Haby, Education Minister.

The Bill, which would be submitted to Parliament before the summer recess, if passed, the reforms are expected to come into force in 1977.

Surprisingly, the Bill omits all mention of changes in the role of the baccalaureat, which at present guarantees a place at university to its holders.

In his original plans M Haby had suggested grading the baccalaureat for university entry purposes.

Another omission is any reference to teacher training, which also featured large previously. Philosophy to remain one of the major options in the upper lycée classes. Plans to begin compulsory schooling at five instead of six have apparently been shelved.

Canada

# Ontario denies 'fee rise' ads

from Israel Cinnman

OTTAWA

A prominent advertisement which appeared recently in three Toronto newspapers charging Ontario's premier William Davis with denying the province's children the opportunity for university education, met with an offer of a written promise not to increase tuition fees for the coming academic year from the premier and drew sharp and angry criticism from James Auld, Ontario's Minister of Colleges and Universities.

Titled "Bill Davis doesn't want your child to go to university," the advertisement, placed in the *Globe and Mail*, the *Toronto Star* and the *Toronto Sun* by the University of Toronto Students' Administrative Council (SAC), accused Mr Davis and his government of planning a massive increase in tuition fees "to

an arts student and \$2,500 for an engineering student per year".

It also said that the Ontario Student Assistance Programme would be converted to the "Ontario Student Debt Programme" through guidelines which would change the present loan-grant scheme to an all-loan programme resulting in a \$6,000 to \$25,000 loan (based on 91 per cent interest rates) which the student would have to repay after graduation.

Following the appearance of the advertisement, Mr Auld said the campaign showed a "flagrant disregard for the truth". Since his department had frozen tuition fees for three years, and no tuition fee increases were contemplated for the 1975-76 academic year.

The part of the advertisement charging the government with forcing students into heavy debt after graduation was also totally untrue.

Republic of Ireland

# Women show scant career motivation

from Peppy Barlow

DUBLIN

A very low interest in careers among women university students is revealed in reports from the two Dublin universities.

A survey of undergraduates in Trinity College, which encompassed all faculties except medicine and law, shows that while over 50 per cent of both men and women students express interest in a career, their first year many more women than men choose their minds during the course—so that overall 75 per cent of all the men students view their course as mainly career oriented while only 43 per cent of the women see their studies in this way.

This fact is not directly dealt with in the University College Dublin survey, which was carried out among over 1,200 of the 1974 college graduates by the Careers Office. But it does show that women students predominate in the arts faculty, which carries the lowest employment opportunities.

Only 10 per cent of arts graduates went directly into a job on graduation.

Nearly 70 per cent of the sample of women graduates had an art degree and over 60 per cent of these went into teaching. In contrast, only 28 per cent of the male graduates were in arts—a figure which would be significantly lower if the survey had included the professions of medicine, law, dentistry, veterinary medicine and architecture.

The UCD report also notes that of the 638 male graduates who answered their survey, some 48.5 per cent entered into direct employment while the corresponding figure for 592 women graduates was only 18.1 per cent.

These figures are particularly disturbing in view of the fact that the UCD report suggests that lack of career motivation goes with a general failure to make the most of university experience.

"We are still very concerned," the report states, "that many students drift through their studies without any real thought or preparation for future work. Their participation in university life is small, and inexperience through vacation work is limited and overall their visions are restricted."

Overall, the UCD report indicates very little change in graduate employment. There was a very slight increase over 1973 in the proportion of entering employment by the end of 1974 but it is noted, this is matched by a decrease in the proportion taking the Higher Diploma in Education which had a restricted intake of 500 in 1974.

Some 81.1 per cent of the 1974 graduates indicated that they would be seeking employment in the public sector, a slight increase on the figure which is not significantly different to last year.

South Africa

# Swift Black control urged

from Louis Hotz

JOHANNESBURG

Signs of despondency and restlessness are evident at South Africa's Black apartheid universities and the time has come to review the whole system, according to Professor S. P. Jackson, chairman of a committee which has been investigating the Africanization of the University of the North at Turfloop.

Speaking at a graduation ceremony at the University of South Africa in Pretoria, he said the feeling of discontent was largely due to the slow pace of transfer to Black control after more than a decade of "Bantu education".

Professor Jackson urged that the appointment and promotion of Black lecturers at the Black institutions should be speeded up. He advocated the establishment of special colleges for gifted African students, well-equipped and staffed with the best available lecturers.

At present, he said, only one in a thousand of the country's Black population was a full-time university student as compared with one in a hundred of the White population.

West Germany

# Staff give cold shoulder to vocational colleges

by Günther Kloss

Teaching in West Germany's vocational schools appears to be the country's least popular kind of teaching career.

The shortage of teachers in this branch is chronic. In 1973 some 48,000 full-time and 81,500 part-time staff had to teach 2,300,000 pupils. The teacher/pupil ratio improved only minimally between 1970 and 1973, from 35 to one to one, only a slight improvement over the 1960 ratio of 43 to one.

When the Federal States Commission for Educational Planning recently reviewed the development of the German education system between 1970 and 1973 it found that the pupil-teacher ratio in the part-time vocational schools, which in 1973 were attended by 1,620,000 pupils or 49 per cent of the 15 to 19 year age group, had actually deteriorated since 1970.

The commission's recommendation to the Land governments is to initiate some rapid action to reverse this trend. It suggests, for example, that careers advisers might explain to pupils the special need for teachers in this branch of the profession, which staffs the three main types of vocational school.

These are the part-time vocational schools (*Berufsschulen*), which are attended compulsorily on a day-release basis by all young Germans under the age of 18 who are not in full-time education, and which provide instruction in general as well as in specialized subjects related to the trade the pupil is learning; the full-time vocational schools (*Berufshochschulen*), where just over 10 per cent of all pupils in vocational education receive over a period of one to three years general education as well as specialized training; and, for example, home economic or commercial subjects or nursing or fine arts; and the *Fachschulen*, the well-developed tertiary sector colleges for students with a completed vocational training and/or professional experience, specializing in courses for agricultural occupations, for a profession in industry, or for careers in commerce, transport, catering or administration.

The recommendations of the commission may indeed fall on fertile ground at a time when many university and college students who want to enter teaching have every reason to worry about their employment prospects. Several *Länder* governments have already reduced recruitment and it is probable that in the next few years many fully qualified teachers will be without jobs.

A recent survey indicates that the number of students following courses which will qualify them for posts in vocational schools is now rising dramatically. In the winter of 1974/75 there were over 19,000 such students at universities and comprehensive universities, compared to only 10,000 in 1972/73. Formerly these students would have trained specifically for one of the three basic types of vocational school.

Now, following the October, 1973, agreement between the Ministers of Education of the *Länder* on the training, examinations and specific qualifications needed for teaching in the vocational school sector, increasingly only one type of teacher is trained. Courses are made up of three elements in the ratio of one to two to one: theory of education; a main subject which may be one of 13 disciplines of the vocational education sector (ranging from electric engineering to textile technology, design, public administration, domestic science, agriculture) or a subject not directly related to a profession; and a subsidiary subject which may belong to either category.

Teachers either pass a first state examination or obtain a *Diplom* university degree. As is customary in Germany, a second phase of more practical teacher training follows, which is concluded by a second state examination.

Australia

# New head for Canberra

The Australian National University's next vice-chancellor is to be Professor Donald Low, 47, director of the university's Research School of Pacific Studies and professor of history in the Institute of Advanced Studies.

Professor Low, who will be the university's sixth vice-chancellor, succeeds Dr R. M. Williams who returned to New Zealand in January to become chairman of the State Services Commission. Professor Low's appointment is for five years.

Sweden

# Research expenditure 'doubled in 60s'—Unesco

by Mike Duckenfield

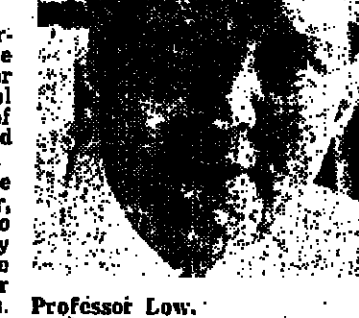
Public expenditure on research and development more than doubled in real terms during the 1960s, amounting to about 40 per cent of such spending by 1971, according to calculations by the authors of a recent Unesco report, *Science policy and the organization of research in Sweden*.

They estimate that national research expenditure totalled 2,836m Swk in 1971, of which 1,000m Swk was for scientific and technical research; the smaller sum being spent on humanistic and social research.

The national 1971 figures represent a large increase on those for 1969 and a 57 per cent increase on those for 1967. However, spending in the public sector declined slightly in 1970 and 1971.

The contraction in the public sector has been compensated for by an even greater increase in private research spending, and industry now accounts for 56 per cent of the national total.

The authors estimate that the private sector spent about 1,500m Swk in 1971.



Professor Low.



End contract system for research

from Mr Dave Sang  
Sir—Ninety-eight per cent of the scientific research in this university is financed by external grants from industry, Government and similar bodies. Almost always, these are grants lasting for one to three years. The research personnel employed on these projects are generally hired for the length of the contract, and then dismissed.

It is time to insist that this ad hoc method of financing scientific research is not calculated to produce either good science or an assured supply of experienced researchers.

We object to the contract system because the university can employ young people at the bottom of the scale of salaries, and then throw them on the rubbish heap of the unemployed when they move up the scale. (A temporary lecturer in research is the latest victim at Leeds.) This holds the axe of unemployment over the heads of research workers and creates job insecurity. Apart from the bad social effects, this makes for bad research. Just as an employee becomes expert in his field, he is given the push. This argument also applies to temporary lecturership—in future all teaching posts at Leeds are to be temporary.

We in ASTMS at Leeds believe

that the contract system should be replaced by a research establishment similar to the technician establishment. With proper union organization, research workers would enjoy an improved security similar to that of technicians. The university would then be forced to organize its research on a rational basis, applying for contracts on the basis of a known pool of skilled labour.

The present system is not conducive to the rational deployment of scientific resources, either at national or university level. It militates against a long-term, cumulative commitment of particular institutions to particular areas of study; it inhibits the development of a sensible division of labour between university departments. Increasingly, scientific work has become subordinated to the short-term requirements of industry and Government. The contract system leads to too much research of marginal scientific and social usefulness. Fundamental work is neglected, as is work of major social importance if these do not happen to lead to increased profits in private and nationalized industry.

Yours faithfully,  
DAVE SANG  
Leeds University ASTMS Academic Group.

Centres of excellence

from Dr J. A. Simmons and Dr G. Holt  
Sir—Although we have come to Professor Thody's article (THES, April 25) somewhat late, our joy in discovering it is no way diminished. Very rarely can one short piece have contained so many clichés (two in the heading alone), half-truths, misleading comments and examples of intellectual snobbery. Basically, he is giving us one small example of the fact that many university departments run courses for those outside the privileged 18 to 22 year group who are their "normal" customers. We are not not better to comment on the trivial fact alone, but we did feel that a reply was called for to the paragraph beginning: "Polytechnics, though, for all their manifold virtues, are not research centres", and also the paragraph following it.

It is known that the research councils encourage the setting up of a few centres of excellence. Involving government departments in certain universities. This does not mean, however, automatically make universities into research centres. It is agreed that universities offer more opportunities for research than polytechnics do, but the fact remains that many polytechnics undertake important work of the highest order.

This is certainly true of the Polytechnic of Central London; since Professor Thody has referred particularly to it, let us know that these areas here are at present in receipt of grants from the research councils, industry, the Commission of European Communities, and the International Atomic Energy Agency. In particular, the work on microdilatometry is now unique in Britain.

As we do not possess the intellectual arrogance of Professor Thody, we would not dream of passing in the field of research in the way he does in the fields of physics and microbiology. We therefore cannot comment on the suitability of courses at postgraduate level being given in his subject in polytechnics. We do know, however, that this polytechnic and others have a long and distinguished history of postgraduate lectures in the physical and biological sciences; indeed, on a number of occasions we have seen the pleasure of having several postgraduate students in the audience.

Finally, Professor Thody produced the thought that "a few school teachers need to be taken out and dusted". Without putting it in quite the condescending way, we have, in fact, been offering short courses for teachers in physics and biology for at least five years. We believe, in fact, that any institution should offer the best that it can in the way of expertise and facilities in order to be of service to the community.

Yours faithfully,  
J. A. SIMMONS,  
G. HOLT  
University of Birmingham.

Manpower planning

from Mr David Lewis  
Sir—Your report last week of Lord Crowther-Hunt's comments on the need for manpower planning should be of great interest to all those concerned with vocational guidance, who presumably would be expected to effect the demand for places in higher education.

Many of us, I am sure, would feel most welcome following up this suggestion—especially the light of the present state of the art of manpower planning—but if the powers that be wish us to use whatever influence we may have with sixth-form students they would be well advised to present us with a coherent plan to carry out. The previous week you carried a report of the UGC Survey for 1973-74, according to which universities are to be encouraged to create new law schools, although the expansion of the present law schools is felt to be adequate for the needs of the legal profession.

There seems to be a very major difference in policy here, and while such differences exist I cannot see anyone involved in vocational guidance being very happy about seeing the part Lord Crowther-Hunt seems to be writing for them.

Yours faithfully,  
DAVID LEWIS  
Careers Information Officer,  
Towner Hall,  
Dewsbury.

Acce AUT's sleeve

from Mr W. I. Sibbald  
Sir—In all the discussion generated by the latest Association of University Teachers' pay claim one feature conditions—in an opinion very relevant to these days of productivity bargaining—does not appear to have been inserted into the argument. I refer to certain similarities between the conditions of contract of most university teaching staff and those applicable to hospital consultants (at least until a few weeks ago).

Like consultants in hospitals, university teaching staff are permitted to undertake private work during the normal working day using university facilities, and like hospital consultants this privilege is exercised to the personal gain of a few. To the majority, however, this seemingly generous provision is meaningless as the opportunity for consultancy is either non-existent or so spasmodic as to be irrelevant.

I am certain that most university teaching staff would happily trade off this right against the improved salary (hospital precedent) which could be negotiated on the basis of National Health Service contract. The AUT has more than one bar playing card but each can only be played once. Now seems as good a time as any to bring this particular one into play.

Yours faithfully,  
W. I. SIBBALD,  
47 Silverknowles Hill,  
Weymouth, Dorset.

Language posts

from Professor J. Coveney  
Sir—May I, a professor of modern languages, a technical university, hasten to the defence of Professor Charlton who, in his most recent letter (THES, May 23), brings us back to the central issue in this correspondence, namely the number of vacancies for interpreters and translators.

Although Professor Telford adds the evidence of 12 Bradford graduates in the English interpretation and translation sections of the European Communities in Brussels in order to weaken the force of the York surveys findings (THES, May 23), it is important to note that the rapid expansion in the English language services of the European Communities since the United Kingdom joined in January 1973 is a phase which is already beginning to come to an end, with consequent diminution of job opportunities for English interpreters and translators in the Communities. This was made clear at the recent session of the International Standing Conference of Directors of University Translators and Interpreters Institutes (CIUTI) held at Bath in which representatives of the interpreting and translating services of the European Communities participated.

A number of the English interpreters and translators in the European Communities are graduates of "traditional" university language departments; some of them are diplomats from the University's vocational overseas postgraduate course for translators and interpreters, the annual intake of which has never exceeded 15. Most of the diplomats are graduates of posts in international organizations such as the United Nations and the European Communities; with two exceptions, all members of the course have been graduates from "traditional" university language courses of the type so vigorously defended by Professor Charlton.

I agree with Professor Charlton that the idea has got around that the glamorous career of conference interpreter is available to graduates from the "new style" language degree courses and that this is affecting the choice of undergraduate course by school-leavers. I fear there will soon be large numbers of frustrated graduates emerging from such courses looking for non-existent jobs as interpreters, or declining to accept dead-end posts as translators in this country at salaries well below those obtainable in teaching.

Yours faithfully,  
J. COVENEY,  
Professor of Modern Languages,  
University of Bath.

Good buy

from Dr Norman Clark  
Sir—In view of recent discussions regarding the relative endowments of certain national institutions, would the Government perhaps be prepared to sell Mr Prentice's book?

Yours faithfully,  
NORMAN CLARK,  
Department of International Economic Studies,  
University of Glasgow.

Supreme authority of the Prime Minister

It was A. J. P. Taylor who described Richard Crossman as the Barker of our times, who "born for the University, narrowed his mind. And to Party gave up what was meant for mankind". In an obituary notice on his death a year ago Peregrine Worsthorne described him as the Casanova of Political Ideas. My own recollection of conversations with him in the House is not of discussions of the issues of the day or of the long night sessions but of his concern with the contents of that week's TLS—a journal he always proudly said that he read cover to cover (usually to identify the then anonymous reviewers) or, once, his expression of his faith that he had it in him to write the most important work of political theory since T. H. Green's *Principles of Political Obligation*. We know now that he did not do it, but that, had he done so, it would have been infinitely easier to read than that allusive work and, whatever its form, infinitely more a piece of fascinating autobiography. Instead he has left us as a superb bequest his sparkling introduction to Bagehot, and in ensuring their publication, these two essential and exciting readings, a Boswell as well as a Burke for the 1970s. He was always, to quote his own words, even in Cabinet, "the outside observer on the inside".



The Diaries can, of course, be read first at the Boswell and *Daily Mirror* level for their gossip, revelation and anecdote, for their often-savage scorn for colleagues.

At this level too, of course, are the revelations about Crossman himself: the natural pride in his own performance in the House; the equally natural gleeful pleasure in the occasional Ministerial perk; the consciously arrogant scorn for social flummery and high ceremonial like the State Opening of Parliament; the remarkable ability in a public place to avoid public dinners and official speeches; the almost boyish and high Tory pride in his country house and its 500 acres, and his bewilderment at Harold Wilson's petit bourgeois way of life, even in No 10, when it contrasted with his own strikingly non-Socialist style of life; and always the rationalist in him, aware that in the Labour Party the argument is rarely between alternative policies, and almost always between "practical policy and emotional protest". Unlike a number of his Socialist fellow-intellectuals, notably Healey, Crossman had never been a Marxist. May it be his awareness of his German ancestry and knowledge of Germany that led him always to keep the doctrinaire firmly chained to the practitioner of politics. More and more it was power not doctrine that attracted him.

Of Wilson the Diaries are especially revealing, and not just of his unaffected and modest tastes; he is portrayed as a wily operator, utterly undiminished by the sort of man of whom in a crisis it can be said his blood pressure rises to normal; and much addicted to gimmicks. The comment of July 17, 1965, is disturbingly valid a decade later:

"As for the Prime Minister, he is economically trained. God knows, but he is incapable of imposing restraint. During this crisis on Thursday he kept on saying 'letting the discussion go on'. He has not insisted on a steady, controlled, concerted central purpose which would dynamise the whole machinery of Whitehall. I must add in fairness, however, that within his limits he continues to be a very resourceful Prime Minister."

But what do the Diaries tell us of government rather than of personalities today? What should our text books now be edited if not revised? First, it is clear that the country is governed much less by the Cabinet and much more by the Prime Minister than we have until now believed—the recent abdication of Cabinet solidarity on the EEC, and the willingness to hold referendum, now openly demonstrate. As Crossman describes it, Cabinets are simply meetings of heads of Departments coming together to get their own estimates or policies through, rarely to discuss general policy or strategy, and not forming a coherent policy-making body.

To make Cabinet government work as against Prime Ministerial government, Cabinet should really discuss general policy. Whereas in our case all that happens is the 23 of us come, each with his particular pet project, and we avoid any collective discussion of general policy except perhaps on defence and foreign affairs. On the essential of the home front there doesn't seem to be any general discussion at all. (Dec 3, 1965)

To make it worse, they form different sub-groups and the Prime Minister can play off one against the other.

As for the Cabinet agenda, Harold Wilson is keeping to the rule that we should only discuss things in Cabinet which we can't resolve in a Cabinet Committee or which the Prime Minister thinks so important that we must make our individual decisions upon them. In fact there is nothing decided at Cabinet unless the PM specifically wants to have it discussed. It looks to me as though this PM very much likes fixing things up privately with the Ministers by bilateral discussions if he can. (April 16, 1965)

Nor is Cabinet solidarity helped by the dominance of the Treasury, nor by the game of musical chairs played by Ministers who—irrespective of their success or failure—move on to their next post at fairly regular intervals. And as it was rarely possible for any Cabinet colleague to query in the Crossman years a similar game of musical chairs was also played by permanent officials. The speed of movement, up, down or sideways, erodes real responsibility. Just Crossman's handling policy, as was it rarely possible for him or them to influence any aspect of foreign or domestic policy, unless the Prime Minister deliberately brought the Cabinet into discussion. And this was his choice, not theirs. If things were kept from the Cabinet, even more were they kept from the Party.

The Prime Minister is then far more than *primus inter pares*. He wields supreme authority. He is, now in all parties the Parliamentary Party's chosen leader. All appointments are his to make—so that, as we have recently seen on the other side of Smith Square, a change of elected leader produces overnight a polling of heads in the palace. He chairs the Cabinet, and could, for example, get through a Cabinet discussion on Crossman's *Hotting White Paper* in exactly eight minutes. He is the *primus*, Britain's equivalent of a President, the source of executive power. As such he inevitably becomes the head of the invisible as well as of the visible Government, the man behind the scenes and the inflexible day by day driver of the State. For Conservative Prime Ministers, happier at administration than at legislation, and usually by nature, their Government—

Should our textbooks on Government be revised?  
ESMOND WRIGHT discusses the Crossman Diaries

than Opposition—men, this is even more insidious than for Labour leaders, who are likely to be by background radical and by inclination dialecticians, controversialists and (once upon a time) idealists. Harold Wilson was not for long an intellectual Socialist—indeed he started off as a Liberal and almost from graduating at Jesus College, Oxford, was thrust into administration, avoided the War and, after becoming an MP, moved rapidly into office. As early as December 1965, Marjorie Williams voiced to Crossman fears similar to those of George Wigg, and he answered her that Harold is more and more a self-contained unit, working with Burke Trend (Cabinet Secretary) and the Civil Service and government by way of a Liberal and almost from graduating at Jesus College, Oxford, was thrust into administration, avoided the War and, after becoming an MP, moved rapidly into office. 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## BOOKS

## Cutting off the Celts

The Archaeology of Late Celtic Britain and Ireland c AD 400-1200 by Lloyd Laing  
Methuen, £11.00 and £4.50  
ISBN 0 416 65970 5 and 82360 2

The Dark Ages, the early Christian period, the early Middle Ages, the migration period, the early historic period: these are all terms in current use to characterize those formative centuries, from about AD 367 to AD 1066, when the peoples and languages and political arrangements of these islands were acquiring roughly the form which they have today. Some scholars would reject certain of these terms with continuity or even passion. In Wales, Land of the Saints, for instance, it is scarcely thought decent to refer to the "Dark Ages". Each term carries distinctive connotations of the period and so provides its own special insights, but none is wholly satisfactory. It may be this that has led Lloyd Laing, in writing of the years AD 400 to 1200, to revive, as he says, "the term once used to denote the last phase of the La Tène Iron Age, as a new usage to denote the period covered by this book". But to those of us who find the Celtic peoples alive and well and living in Ireland, Scotland and Wales, and perhaps in Cornwall and Brittany too, it is an unhappy usage and an undesirable revival. It is doubtful whether Mr Laing believes in it himself, since throughout the book he consistently uses "early Christian".

One term at least is to be deprecated, not because it is emotive or pejorative, but because it is misunderstood. The Dark Ages are so called not because the evidence for them is dim or scanty, but because the eternal light of Christian Rome was obscured for some centuries by the barbarian invasions of western Europe. Students of the period, far from groping in the darkness of ignorance, are in danger of being blinded by the sparks generated by multitudinous clashes of evidence. Granted the evidence is not readily comprehended by those brought up on Gardiner's *Constitutional Documents of the Puritan Revolution*, or even on Stubbs's *Select Charters*, it demands a sympathetic understanding of Celtic life and Celtic customs, of linguistic and genealogical; a working knowledge of archaeology; and some familiarity not merely with Latin of a peculiar kind, but also with Old Irish, Old English, Old Norse and Old Welsh—or at least, frequent discourse with scholars who have such familiarity.

Mr Laing unfortunately lacks a proper understanding of the historical sources for the period. His examples may suffice to reveal his weakness. He refers to "the Welsh MS Harley 3857" (pages 18 and 31) apparently meaning by this the British material, written mostly in Latin, which forms a small part of the very heterogeneous collection of MSS. British Museum, Harley 3859. He describes the Welsh texts as "groups of three poems on related subjects" (page 31). They are, in fact, a kind of index to the largely lost poetic sagas of Wales, in which incidents and heroes are grouped in threes for mnemonic purposes: "the three guests at the court of Arthur" or "the three fatal kisses of the island of Britain". He seems to think that the term *landnamabók*—the written account of the Viking settlement of Iceland—is synonymous with the actual process of settlement in any Viking area (page 187). From these and other pointers it is evident that Mr Laing is not sufficiently familiar with the documentary sources to write a full historical account of his period.

Fortunately, however, what he is attempting is not so much a history as an archaeological handbook, and the lives established long ago by John Ward's *Roman-British Building and Earthworks*, and continued by R. G. Collingwood's *Archaeology of Roman Britain*, now revised by the late I. A. Richmond. In a sense, the present book may be seen as an extension of Collingwood's work over the following eight centuries, while extending into regions that the arms of Rome never reached. The first part deals with regional field archaeology, that is to say with the sites and monuments, both secular and ecclesiastical, of Ireland, Man, Scotland, Wales and



Cross of Mulredach, Monasterboice, Co. Louth, probably the finest of the Irish high crosses.

the main concern is with the centuries between the end of Roman rule and the establishment of Norman influence or even political control, but there are frequent backward glances to origins in the Iron Age or the Roman period. In the second half, Mr Laing turns to the material culture of the early Christian Celts: their technology, their tools and equipment, their art in pottery and wood, bone and iron; their richly ornamented personal finery, and the craftsmanship in metal and jewels with which they embellished and enriched their Christian worship.

Now Collingwood's handbook established standards for such archaeological guides, by providing a model that was at once comprehensive, accurate, intelligible and well illustrated. It is by comparison with this that *Late Celtic Britain and Ireland* must be judged. How far does Mr Laing measure up to the model?

So far as the sites, and especially the secular settlements of the British mainland, are concerned, he should be awarded high marks for comprehensiveness. After careful combing, I can find only one note that he has missed—the apparent re-fortification of the Breidden in Shropshire. On the other hand, he lists several, especially in his native Scotland, that are now lost. Not all of them may survive critical scrutiny. Among artifacts, he makes a brave attempt to sort out for the first time such mundane objects as crucibles and iron nails. If the results are not as valuable as Collingwood's classification of Roman coarse pottery and brooches, the fault lies at present in the material. The greatest weakness lies in the absence of any useful study of chronological problems. There is no significant discussion of the dating of the well-known Mediterranean and Gaulish imports, wares, and an unimpaired guess of any date is related as fact. Radiocarbon dates are becoming available for sites in this period, but here (pages 68-69 and 279) they are quoted so naively as to be meaningless.

It is in terms of accuracy, intelligibility, and quality of illustration, however, that this book falls below the standards of Collingwood and Richmond. In the case of some

differs from the excavator's in terms which suggest not that he has justifiably reinterpreted the sequence but that he has simply muddled it. In others, such as the Viking settlements in Scotland, his description is incomprehensible in the light of the simplified plans which he provides. His distribution maps are neither complete nor accurately plotted. All too many of his illustrations, whether of sites or finds, have been redrawn from the originals in a coarse style with much loss of detail. The only really good one is the engraving reproduced directly from Anderson's *Scotland in Early Christian Times*, published in 1881.

But whatever its faults in detail, a handbook can still serve a most useful purpose if it directs inquirers to the evidence which is available. One of the great tests, therefore, is how readily individual sites, or classes of site or object, can be looked up. *Late Celtic Britain and Ireland* is not at all convenient in this respect. The text is indeed helpfully divided by many sub-heads, but these are not listed in the table of contents, so this cannot be used as a preliminary guide. We may compare Collingwood-Richmond, where at least the main divisions of the chapters are tabulated. The index is poor, largely a list of place-names, with no indication of the type of site that is indexed, or of the kind of information that is given about it. On a preliminary browse I noticed a discussion of the typology of bronze penannular brooches, one of the leading trinkets of the period. Later, wishing to refer quickly to this discussion, I looked in the index under "brooches"; under "penannular"; under "brooches"; under "typology" and "bronze, bronze-working" and "jewelry". No, it is under none of these, but under "dress-fashions".

On the other hand the book is good at introducing students to the wider literature. The chapter-by-chapter notes, gathered together at the end, provide very useful documentation for statements in the text. They are preceded by what the author calls a "select bibliography". Since this contains at least a hundred items of varied length, it should keep students busy for a long time. It is a rapidly growing field, therefore, in which Mr Laing has made a gallant attempt to keep fully up to date. It might have been useful to remind students that accounts of recent discoveries appear yearly in *Medieval Archaeology and Britannia*, and that good for instance in *Antiquaries Journal* and *Anglo-Saxon England*. With this book as a starting point, the addition of such current notices, the devoted inquirer may be able to keep abreast of the rapidly changing problem remains: some of the references are inevitably to locally printed excavation reports or minor conferences, and while these place-and-date system of references will defeat all but the best equipped university libraries, it is all its failings, this remains a scandalously expensive hardback which will be bought by libraries and wealthy amateurs, and which university students will buy and cherish. In this, as Collingwood's text was revised by Richmond, Mr Laing's own students may rewrite his handbook in detail, without modifying its basic structure.

If I have abiding reservations about it, it is at a profound level of historiography. It is really possible to separate the Celtic west and north off from the rest of the British Isles? At the simplest level, the iron knives and bone combs of Wales and Ireland are indistinguishable from those found in pagan Saxon graves. Our knowledge of Irish words and poems can only be enhanced by the contrast with Anglo-Saxon weapons. Can the Viking archaeology of these islands really be understood without full reference to the kingdom of York or the Danish law? For that matter, can the Celtic contribution to our insular heritage really be appreciated without due acknowledgment of the Celtic stratum in English society? Mr Laing has artificially divorced the "Celtic" areas of the islands from their English neighbours, to their own impoverishment.

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## Urban study

The Towns of Roman Britain by John Wacher  
Dafydd, £9.50  
ISBN 0 7134 2794 9

The remains of our earliest towns could have been buried forever since so many of them are the sites of our cities today. However, bombing in the Second World War and, since then, extensive urban redevelopment has made excavation of the Roman remains possible. Besides surveying pre-war archaeological work at sites such as Wroxeter and St Albans, John Wacher has reviewed the first fruits of rescue excavation on numerous urban sites.

The information derived from this work is often fragmentary but can still yield a coherent picture. Gloucester provides a classic case. Here we now know more of the actual story of the development of the Roman colony due to the systematic excavations of Henry Hurst and his colleagues than we do of the completely, but unsatisfactorily, excavated Roman colony of Timgad in Algeria. Yet Gloucester has remained a flourishing city since medieval times, while Timgad is standing virtually as the Romans left it at the time of the Arab invasions.

Gloucester, as a Roman colony of Roman citizens, represents one type of city-foundation. Others were created to act as centres for the pre-Roman tribal states in whose hands Roman policy left the administration of local affairs. But whether colony or tribal centre, Wacher's survey builds up a full and convincing picture of the physical aspect of the towns and their fitness to perform the functions they were intended to serve: as administrative centres with their squares and city halls, centres of entertainment with their theatre or amphitheatre and public baths; as centres of defence, with their earthen ramparts later converted to stone. It was these fortifications which survived the longest and, when all inside had fallen before famine and plague, won for the towns the epithet "tombs surrounded by nets". Some aspects such as the religious or industrial side of town life are less well attested, but what little there is has been gathered skilfully together.

The strength of this book derives from the primary archaeological evidence on which it is so largely based. A few doubts arise in some of the historical interpretations of the archaeological evidence. Did the Romans only impose the organs of self-government on the tribal states, *civitates*, after the withdrawal of the legions from the tribal territory as Wacher assumes? It could be argued that their imposition was the immediate corollary of conquest, as Tacitus says it was in the case of the Fyris defeated by Nero's general Corbulo. Thus the tribes of the Dobunni in Gloucestershire could have had council and magistracies at their pre-Roman centres of Bagendon before applying for official permission under the emperor Vespasian to move to the more suitable site at Orenester, well placed in relation to Roman roads that had been laid out primarily with military considerations in mind.

Again the role played by the governor, Claudius Albinus, in providing the towns of Britain with their first earthen fortifications at the end of the second century, is consistent with the archaeological evidence as we have it, but it remains only a theory; in *The Towns of Roman Britain* it comes near to being stated as historical fact. Archaeological evidence can never be an adequate substitute for genuine historical documentation. However, within its terms, the reference—the archaeological ones—this book is highly successful, and a significant contribution both to Roman Britain, and urban studies in general.

## Acculturation

Byzantium and Bulgaria by R. Browning  
Temple Smith, £4.50  
ISBN 0 8517 7064 1

In setting out to trace the impact of Byzantine civilization on the Bulgarians and Slavs, who together became the Bulgarians, and this in the medieval Bulgarian Professor Browning is well aware that he cannot equally illuminate all levels of life. He succeeds admirably in the political and economic fields, where his careful marshalling of the evidence makes a valuable contribution to our understanding. The progress of acculturation in religion, literature and art can be followed at least in outline. But nothing reveals in so intimate and long drawn-out a process of spiritual change as the Bulgarians. To analyse this perhaps not historians' but, moreover, I wonder if we have been any better off in more recent times—in the case of the Mexica Indians or Polynesian Tongans, for example? Byzantine writers tell little interest in the details of Bulgarian life and what they do say is nothing but implicitly related to the Bulgarians only became known during the critical period and but as yet virtually nothing to say about themselves. The same is of course true of all the other peoples who were being Christianized at this time. So there is nothing surprising in Browning's admission: "As for the mass of the people, there is little evidence for what they did, said or thought."

The particular interest and importance of Bulgaria is that it was not at the other end of the world but on Constantinople's doorstep. Accepting the limitations of the evidence Browning draws attention to three decisive points. First, there is no going back on the process of conversion once the "slaves of the state", whether native or foreign, adhere in the majority to the new religion. There may be "pagan reactions"—and are in fact recorded in every detail—but they are not even counted. Secondly, the two centuries of Bulgarian cultural progress which ended calamitously in the reincorporation of this territory into the Byzantine empire did mark the formation of a garrison nationality (not, as one decisive factor in this was the rise of literacy in Slavic and the creation of a Slavonic church, following the decision of Cyril and Methodius developed in Bulgaria under royal patronage).

Thirdly, the growth of Bulgarian both spiritual and material, crippled by too great proximity to the Empire; especially in the wood-construction, this is a genuine, aggravated situation by vaulting ambitions which appeal to the adolescent strength of the realm. Though Browning does not stress it, the effect on the Byzantine Empire of this long confrontation, though slower, and less catastrophic for the stronger party, was scarcely less harmful.

Where much is necessarily speculative some of the author's views may be challenged. He surmises that Cyril and Methodius had completed at Photius's orders a considerable body of liturgical translation into Slavonic which the call to use in Bulgaria when the call to the possibility. There are some grounds for thinking that there is more than a quarter of the Psalter than been translated (seeing that *not* = truth—nowadays rarely used in Slovene—predominant in the early psalms). Assuming the "logical" order of translating that could imply that the most usual liturgy and all the New Testament pericopes had been translated, but surely not more than that. The provenance of the *Zakoni* (a significant contribution) both to Roman Britain, and urban studies in general.

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lacial Geomorphology  
Edited by Donald Coates  
Publications in Geomorphology,  
late University of New York, \$9.00  
Jb Cat No: 74 620022

In glacial geomorphology no less than in other earth sciences, model building and subsequent testing in a spatial context occupies a central role: and it is one of the themes of this book. Several contributions are excellent though, inevitably, some attempts must appear pretentious. Thus, a model for the Rocky Mountain glaciation forces into unnatural model-system-paradigm terms what is a perfectly straightforward exercise in time-stratigraphic subdivision of glacial deposits; at best it is a cautionary tale on the dangers of forcing events into preconceived frameworks. Yet it is recommended by the editor as a leitmotif for the entire volume. Far better had he thus identified the outstanding essays by Boulton, Muller, Korte, and Clayton and Moran.

In part one field and experimental work is mathematically modelled by Boulton to provide a basis for a unifying theory of the dynamics and pattern of glacial erosion at different scales. On a similar basis Clayton and Moran outline a process-form model for the deposits and landforms of North Dakota and Minnesota, though its validity remains to be tested outside the continental interior with its thick drift sequences. Evidence Browning draws attention to three decisive points. First, there is no going back on the process of conversion once the "slaves of the state", whether native or foreign, adhere in the majority to the new religion. There may be "pagan reactions"—and are in fact recorded in every detail—but they are not even counted.

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Elements of Nuclear Reactor Engineering  
by Lau L. Wang  
Gordon and Breach, £12.80  
ISBN 0 667 02270 0

The author aims to present a textbook for an introductory nuclear engineering course, in a form which permits uninterrupted train of thought. The format is an interesting one, with detailed derivation of necessary formulae removed from the text and given as worked examples at the end of each chapter. Such a format could well be useful in obtaining a good background to a subject, allowing the reader to choose for himself how much detail to study in progressing through the book.

Unfortunately the book is not a good example on which to judge the format. The student coming fresh to the subject would hardly be able to get his train of thought in motion before stumbling at the first definition, given in the form of an equation which contains a misprint. The concise style means that there is a lot of words given to let him know the misprint, and confusion is inevitable on passing to the next statement. Further examples of misprints and even mis-statements come readily to the eye on reading through the text, for example, on page 112, "Conduction" involves macroscopic motion of a fluid. Or at the same page, an accidental interchange of upper and lower case symbols of quite different meaning in the development of an expression.

J. A. Izatt

## Under the glacier

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J. A. Izatt

## Weather forecast

Climate Canada  
F. K. Hare and M. K. Thomas  
Wiley, £5.40  
ISBN 0 471 35143 1

There is a need for an up-to-date and comprehensive account of the climate of Canada, and within the limits of its size (some 250 pages) *Climate Canada* fulfils this role. Despite its obvious and natural orientation to its domestic market, it will also appeal to all with a concern for matters climatological.

After a general introduction, there is a concise and simple account of SI units, on the basis of which the underlying relationships of general climatology are outlined in part two. The energy and water balances of the country as a whole are discussed in considerable detail in chapter three, and the illustrative maps present a consolidated summary of great value. In the succeeding chapters, dynamic aspects are equally reviewed, and for many whose primary climatological concern has not been with Canada, this could prove the most interesting of sections for it draws into an integrated unit current circulation concepts. Perhaps the one weakness is that occasionally ideas are introduced but not fully explained until later. Thus, on page 39 the Chinook is described simply as "Pacific air" with no mention of adiabatic warming, while instability is used as a term up to page 67 without an explanation. Then both of these omissions are put right on pages 69-70.

Following this there is an interesting summary of climatic change in a Canadian context—probably new to many British readers—but unfortunately theories concerning these changes are only presented successively, with little or no selection made between them. The balanced experienced assessment of the authors on this theme would have been most welcome. Regional climatic conditions are then reviewed, with major concentration along the southern borders where most Canadians live. Obviously, detailed differences cannot be considered at this continental scale, but more integration with the earlier systematic accounts would have firmly established the unity of this section.

Some fifty-five pages are then devoted to aspects of applied climatology under the general heading of "Climate and Man in Canada". This is a highly selective approach which smacks rather of the contemporary need to make everything socially relevant. Nevertheless, a series of interesting vignettes are presented, though these often wear the appearance of a study in depth. A separate volume on these themes of agriculture, economic activity, clothing and shelter, leisure and urban climates—all in a Canadian context—may perhaps come one day in the future. It is unfortunate indeed that the space devoted in part five to meteorological data and services could not have been diverted to the applied theme, for it comes across almost as an afterthought without fulfilling any obviously useful purpose. On the other hand, the carefully selected set of climatic data in appendix two should prove of great help to anyone wishing to look further into Canadian conditions.

Despite my minor reservations, this book must be welcomed with enthusiasm by the geographer, biologist, pedologist, hydrologist, engineer and environmental scientist. It does not present a general view. In fact the major reactor might not exist as far as the author is concerned.

The quality and reproduction of diagrams are poor, and it is a very odd reflection of our times that this book should be priced at £12.00.

J. A. Izatt

Stanley Gregory

The King's Parliament of England  
G. O. SAYLES

In this book the author draws together for the first time his life-long work on the medieval parliament. This is a major work by the greatest living authority on the subject. The author shows how parliament's judicial function gradually decreased as politics entered a greater stage of its time and describes the consequent changes in its structure and membership and in the relationship between itself and its sovereign. Unquestionably, this book will be indispensable to all students of its great subject. *Times Literary Supplement* Cloth £3.50 Paper £1.75

An Introduction to English Poetry  
LAURENCE LERNER

This book provides a complete course in English poetry. The fifteen chapters, each containing several poems printed in full, introduce the student to the following: the chronological development of English poetry; the different kinds and genres of poetry; how to appreciate the various levels of meaning in a poem; its relation to other poems and to the society in which it was written. Publication 5th June Cloth £5 Paper £1.95

## Rural Recreation in the Industrial World

I. G. SIMMONS

The provision of rural recreational facilities in industrialized societies is of growing economic and social significance. This book deals with the demand for outdoor recreation in industrial nations in the last twenty years and describes the last twenty years and the response to it in the development of facilities by public and private enterprise. This is the first international study of the subject and the problems of land management created by heavy demand are discussed in the context of the governmental recreation systems in several countries, including the U.K., Holland, Denmark, the United States, Canada and Japan. The author both synthesizes the work of geographers, economists, sociologists and planners and draws on his own considerable experience throughout the world. Published 8th May Cloth £9.95

## Location and Space in Social Administration

BRYAN MASSAM

This book introduces students to contemporary procedures for analysing the influence of space and location on the provision of public services. It is intended to bridge the gap between a social value-orientated approach and one which relies more heavily on rigorous analytical procedures. It evaluates the structure for the provision of public services in terms which consider distance and accessibility. It maintains that while physical proximity often relates directly to the satisfaction which an individual derives from a service, recent work on local government facilities should not be overlooked. It also considers public awareness and its influence on utilization patterns by pointing out that although information may be available to all, comprehensive services and some people do not take advantage of facilities and services to which they are entitled. Published 8th May Cloth £6.50 Paper £3.15

## Family Planning in India:

## Diffusion and Policy

PIERS M. BLAIR

This book defines and analyses a number of important related issues in a crucial area of social science. It is a detailed and critical analysis of the operation and effectiveness of Indian family planning programmes based on the author's extensive research over several years. The book concentrates attention on poor, agricultural areas of India where the problems of programme implementation are usually ill-understood, unremedied nor even allowed for in target formulation by planners. Previous research in these problems has been minimal, most effort having been concentrated on the more prosperous and industrialized parts of the country. This study is one of the first to employ techniques and methods of analysis derived from the advances in geographic theory during the past decade. Cloth £10.00

## World Climatology

## An Environmental Approach

J. G. LOCKWOOD

This is a rather unusual and very readable book which, as the title suggests, has an environmental slant not often found in climatological textbooks. Overall it strongly recommends this book to all those who are interested in the environment. It is beautifully printed and almost all very clear and legible. It should admirably fulfill its purpose of providing a textbook for advanced students of climatology and geography and a work of reference for agricultural botanists, civil engineers and others. *Weather* Cloth £8.50

## Introduction to Marine Geology and Geomorphology

CUCHLAINE A. M. KING

During the ten years since the first edition of *Oceanography for Geographers* (distributed in the U.S.A. as "Introduction to Oceanography") was published, there has been an explosive development in nearly all aspects of the subject. So much has been written concerning this aspect of oceanography that it has been necessary for the author to prepare the new edition of *Oceanography for Geographers* as two separate books, both of which are almost entirely new. This is the first. The text provides a most detailed introductory account of the morphology and development of the ocean basin. Its publication coincides with a rapid expansion in the subject following the recently accelerated exploitation of marine resources. Publication 30th June Cloth £9.50 Paper £4.90

## Introduction to Physical and Biological Oceanography

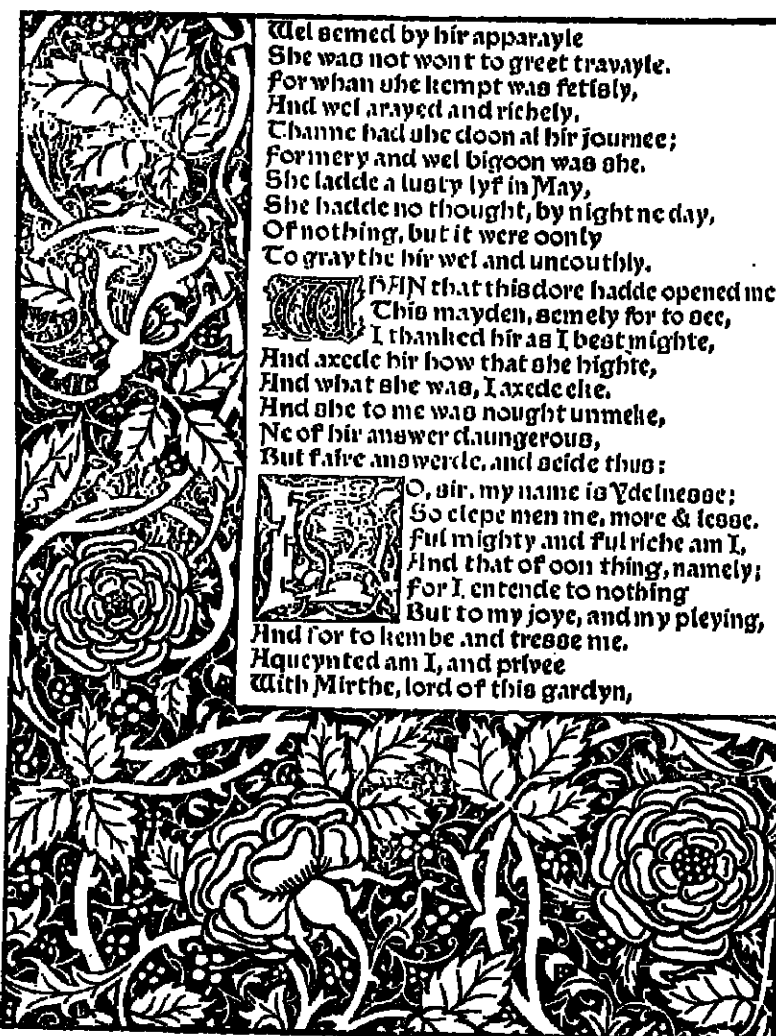
CUCHLAINE A. M. KING

The physical aspects considered in this book include an introduction to the character of ocean water and its circulation in the form of surface currents and deep wave movements. The subjects of tides and the various waves that disturb the surface of the ocean are discussed in the biological aspects of oceanography form a major and topical theme through the second half of the volume. An appendix concerned specifically with the increasingly complex legal aspects of ocean usage has been prepared by Edgerton, an expert in oceanic law, and forms a valuable addition to the volume. Cloth £11.00 Paper £5.50 Publication 30th June

Edward Arnold

25 Hill Street, London, W1X 8LL





A letterpress facsimile of the Kilmessock Chaucer will be published by the Basilisk Press on June 1 at £250 (pre-publication price £205). It will be accompanied by a volume of Burne-Jones's original pencil drawings for the Chaucer, which are housed in the Fitzwilliam Museum and have not been published before.

## Occupants of number 10

The Prime Ministers, volume 2  
edited by Herbert van Thal  
Allen & Unwin, £7.50  
ISBN 0 04 942134 4

This type of book invites comparison with the volumes on *The Lives of the Lord Chancellors*, in particular with the majestic book by Heuston which covers part of the same period. In fact, there are few similarities. Here each Prime Minister is described by a separate pen in from eight to twenty-four pages, so there is less uniformity of treatment and the scale of description is much less than that offered by Heuston. A Prime Minister usually attracts more than one biography. Lord Chancellors have weaker magnetism. *The Lives of the Lord Chancellors* are major works of scholarship; this book is not and could not be.

How far ported biography can be of value is a matter for argument. Certainly the recall of contributors to this volume is so impressive that it appears that the concept has gained academic acceptance at the highest level. Almost everyone who reads these essays carefully will become better informed.

Twenty-three authors describe the twenty-three Prime Ministers since Lord John Russell. Many have already published full-scale lives of their respective subjects. The pace in this book must be fast, but the biographical material will include more detailed study. Lord Black has written an excellent introduction which examines the evolution of the office of Prime Minister since 1835. The contributors who cover the greater part of the period are professional historians; those concerned with the latter-day figures are less experienced writers on contemporary political affairs. A few of the authors had close knowledge of their subjects: Anthony Nutting's piece on Eden is impressive as a personal memoir. Perhaps it is inevitable that some of the earlier portraits are less clear: my understanding of Lord John Russell or the Earl of Aberdeen has not been greatly improved.

The essays have been constructed in different ways. Some authors have attempted to chronicle all the major events for which their subjects had some responsibility. Others concentrate on the more limited time-span related to the occupation of 10 Downing Street. Others have directed their attention more widely

and give more space to personality, range of interests and evaluation of political attitudes. The third method is the most satisfactory. Of course, the style must be influenced by the ground that has to be covered. It is possible to give a detailed account of the activities of Bonar Law as Prime Minister in a way that would be impossible for, say, Gladstone or Churchill.

It is a little curious that the longest essay should be devoted to Disraeli. He is regarded as the most important of these Prime Ministers. It is grossly to exaggerate the significance of the second Reform Bill. Without doubt it is extraordinary that an anglicized Jew, raised in suburban London with no university education or experience of the armed forces should have become leader of the Tory Party in the nineteenth century. How did this happen? Professor Vincent provides the information which to construct an answer but he does not wholly face the challenge of the question itself.

Historians will note that some of the more recent Prime Ministers get less dispassionate treatment than those beyond the span of human memory. Time may not improve judgment but it softens the tone. Eden and Heath suffer from critical verdicts (in my view, quite fairly) while Sir Alec and Wilson are treated with leniency. The account of Wilson also contains some minor factual errors—the penalty for indulging in unnecessary detail.

The editorial hand is not very evident and there is no final chapter which tries to draw lessons from the biographical material. The reader is left alone to speculate on whether the record of our Prime Ministers can lead to conclusions about the nature of British political processes. What sort of people are chosen to become party leaders or Prime Ministers? What factors determine their relative success or failure in office? To try to write such a chapter might have been wise but I wish the attempt had been made.

One invaluable service is provided by this volume in that it bridges the gap between history and current affairs. It is most suitable for colleges, both for and libraries. There is no index but other than the quality of production is extremely high with a full-page plate of each Prime Minister.

Peter G. Richards

## Would-be saint, and politician

The Gladstone Diaries, vols 3 and 4  
edited by M. R. D. Foot and  
H. C. G. Matthew  
Oxford University Press  
Clarendon Press, £28.50 per set  
ISBN 0 19 822425 7

Even a nodding acquaintance with Gladstone's personality, derived from the pages of Morley or Magnus, conveys the impression of a man in whom well-nigh volcanic forces were powerfully controlled and perfectly channelled into high achievement. There are passages in these volumes of his diary which starkly reinforce this impression and put the reader into the position of eavesdropping on an intensely private dialogue.

The key to Gladstone's personality was, as with many Victorians, his evangelical family background, which left him with a pervading sense of sin, a high moral sensitivity and a constant need for self-examination and accountability to God. In the years covered by this part of the diary these qualities are most strikingly revealed in Gladstone's struggle with his own sexuality. In order to repress the temptations of pornography, he constructed for himself severe rules of mental hygiene. His rescue work for prostitutes started as a humbling work of charity, part of an "engagement", a lay brotherhood to which he belonged with some friends and associates. It became a strange playing with fire which often left him with a deep sense of guilt and sin. This is reflected in the diary, sometimes in the use of Italian, to put another layer between himself and the unappealable; as in an earlier volume the intensity of his emotions during an unsuccessful courtship was masked by the Italian language.

It is, however, not only Gladstone's deep anxiety over his sexual drives that make this diary in the words of its editor, Dr Matthew, a classic of mid-Victorian self-

analysis of guilt. To Gladstone his public life was a divine vocation, perhaps always a second best to the priestly calling which he had wanted to follow in his youth. Thus he ceaselessly examined all his political actions and motives under the searching light of his faith and its moral precepts. This scrutiny was to give him unrivalled moral authority as a political leader, but it was also at the root of the fierce hatred and controversy which he inspired.

On the other hand, one can trace, especially in the political memoranda in need with the diary, the development of Gladstone's great political skill and cunning and the thrust of his powerful ambition. His was a unique blend of saintliness and ability to wield worldly power. In these volumes there is much else of great interest about Gladstone and the society he lived in. Many entries illustrate his progress from the high ideal of church-state relations painted in his book *The State in its relations with the Church* to a more sober appreciation of the role of the established Church could play in mid-nineteenth century Britain. On March 27, 1842, he writes: "... the adjustment of certain relations of the Church to the state. Not that I think the action of the latter can be harmonised to the laws of the former. We have passed the point at which that was possible; and I do not expect to recover it. The materials waste away daily." The affairs of the Church remained close to Gladstone's heart and nothing lit him harder than the apostasy of so many of his friends among the Tractarians. The worst blow was the reception of Manning and James Hope, his constant friends and advisers, into the Church of Rome in April 1851.

The development of Gladstone's ecclesiastical views was paralleled by his political evolution, towards a more liberal position. The diary allows one to see how his passionate devotion to justice and morality gave him an immense racial potential, even though he retained an essentially conservative view of society. His mind needed to work from first principles and once a chain of reasoning had carried him to a new position, he faced the practical consequences fearlessly.

Thus he became a free trader, rapidly, convinced by the results of his work at the Anti-Corn Law Bazaar, and after 1846 free more than anything barred by the force he visited the prisons of London and was faced with the sequences of oppression and that repression was always an offence against the moral law. There are early signs in the diary of liberal views on Ireland and the story of his resignation over the north is gradually unfolded.

There are glimpses of Victorian-class life. The treatment of illness, childbirth, the upbringing of children, the management of servants—Gladstone is a meticulous recorder of bare fact and such incidents draw him into the musing. He reveals himself at his worst in his sanctimonious intolerance of the head of the household, his mother-in-law, and his mother. Prayers and professions thinly disguise the fact that the removal of this incubus would come as a relief. Perhaps he never knew his own mind; the inner tensions, but in her case a controlled and producing danger explosion.

The main stream of Gladstone's diaries is a shorthand rapid action, meetings, books read, long and arid stretches, difficult to read, but of use to the researcher. Cabinet and party meetings, political conversations can be traced and corroborated. The usefulness of the diary to researchers is greatly enhanced by the careful selection of the editors. As in the first volumes, edited by M. R. D. Foot and Dr Matthew and his helps, it is hardly ever failed to come up with the answer. They have thus produced a compendium of great value to those who labour to reconstruct Victorian history in its many aspects. Dr Matthew has also written an introduction in which he puts his finger unerringly on the significant transformations in this period Gladstone's life.

Ex. J. Feuchtwanger

## Spearheading the forces of change

Gladstone and Radicalism: The Reconstruction of Liberal Policy in Britain 1885-1894  
by Michael Barker  
Harvester Press, £7.50  
ISBN 0 901759 27 9

The decade which centred on 1890 is one of the most remarkable in our history. Challenges to all the old assumptions—political, social, economic and religious—had been made long before; but it was at this time that men could clearly see that many answers which had been given confidently in the middle of the century were no longer satisfactory: that the economic troubles of the previous few years were symptoms of profound disorders.

The Liberal Party had made itself the political spearhead of the forces of change; and Gladstone presided over the party with a quite exceptional authority. When he formed his 1886 Ministry he was already 76; and he was to remain at the centre for a further eight years. What was his role in public business? Was he, as many have suggested, an irritating anachronism; an obstinate old man who could not comprehend the rising forces of the age,

yet who effectively blocked social progress through an obsessive preoccupation with Irish Home Rule? Nor, as suggests Michael Barker in this scholarly re-examination of the man and politics of Liberalism at the time, and who Gladstone stood among them. We learn that he was neither the log which dammed the stream of radicalism, nor yet the marionette of the "caucus". His understanding of the social and political situation was deeper than the old view suggested; he was willing to even eager to face social changes; and, so far from social Home Rule above all other causes, he was at one moment even considering alternative political adjustments for Ireland.

But the age was a "historian's book". It is not easy reading; partly because the author assumes a good deal of previous knowledge, partly because he has a habit of darting to and fro. A more serious criticism is that he is too preoccupied with politicians and political wire-pullers, and not enough with the social and economic forces of the age. Is it possible that the fluctuating fortunes of the Liberals around 1890 were more closely related to trade cycles than to the public and private activities of

Parnell? Dr G. B. Clark of Glasgow flits through the pages of minor figures; we do not realize that for a substantial part of the period gunboats and the were in constant use on the shores of Scotland to control the crofters.

Unlike some historians, Michael Barker does appreciate that a reform was one of the most important of the age; but he does not really show how that was achieved. The Irish Land War, the Plan of Campaign, the "Catholic Party" the allotments and land holdings movements, and the tenement of urban ground, are related to each other, and how they all contributed to what one might call the "Radical syndrome" of the time.

Gladstone's intellectual and moral power, and in his ways his essential simplicity of character, are conveyed through these pages. Michael Barker, most radical of all, most attractive of the Irish leaders of the time, wrote a few years after Gladstone's death that "he was the greatest statesman of his country since the days of Pitt". This book gives some idea of the reasons for that opinion.

Roy Douglas

## Restoration poet and rake

*The Complete Poems of John Wilmot, Earl of Rochester*, edited by David M. Viles, which was first published in hardback in 1959, has now been published in a paperback edition at £2.00 by Yale University Press. Rochester's poems, and perhaps a wider audience who have less professional interest.

The explanatory material needed to understand each poem is placed only to specialists; in fact of concern only to specialists is found in the notes at the end of the volume. There is a very useful list of Rochester studies 1925-1967, a research tool unavailable elsewhere.

and eighteenth-century English literature, specialists in the period who lack a reliable text for quotation from Rochester's poems; and perhaps a wider audience who have less professional interest.

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## Right for all?

*Educational Judgements* a collection of papers in the philosophy of education edited by James P. Doyle, now available in paperback, published by Routledge and Kegan Paul, price £1.75. It includes essays, mostly by American academics, on indoctrination and moral education, the need for a more adequate definition of education, and the duties in education. The book is a very useful list of Rochester studies 1925-1967, a research tool unavailable elsewhere.

## A magnificent man in his flying machine

Portrait of Haldane  
by Eric Ashby and Mary Anderson  
Macmillan, £5.95  
ISBN 333 15075 9

The first space men in England were the Scots. With their alarm clock accents, quick eyes for the buttons of power, and nimble fingers, Scottish trained lawyers, engineers, doctors and civil servants swarmed across the Tweed like Morlocks (some might say Morlocks to serve and tend the Eldil English). Some of them even tried to provide the English with do-it-yourself institutions—the subject of this book, R. B. Haldane, especially. He certainly seemed to have the appropriate genes. His paternal grandfather founded the Society for the Propagation of the Gospel at Home; his maternal ancestry included a Lord Chancellor and a judge. Coming from a country where universities were accessible chapels of culture and technology he took the Victorian equivalent of the road to Damascus—a stint at a German university—and was converted.

As with most converts, there was much of the Pauline post-conversion about his epistles to the young universities: a sense of an imminent tomorrow when they might even serve as organizers of education "from top to toe in their district". That image, rightly italicised by his two latest biographers, summed up what they call his "grand ambition" of regionalism, with universities presiding benignly over the educational systems in each region... financed by local civic spirit supplemented by and from Parliament. But like most of his scenarios it was fuzzy at the edges. Fuzz or fudge? His biographers claim that he deliberately judged the issue of how to proceed in higher technology was to be organized "because" to have been doctrinaire about this would have limited the options for action. But actions are a lawyer's business and

as a lawyer, he acted on behalf of the universities of the United Kingdom.

In Ireland he presided over the commission which sat for four years and saw most of its recommendations accepted. In London he drafted the bill in 1898 whereby its university assumed more teaching responsibilities and subsequently presided over the Royal Commission on the University of Wales and gave the chief evidence in an inquiry before the Privy Council on behalf of a separate university for Liverpool. Indeed, he was more than a mere *accoucheur* for the emergent "provincial", or as the sociological argot of the time would have it, "civic" universities, by actually assuming the chancellorship of one of them, as well as the rectorship of Edinburgh and the presidency of Birkbeck.

He became the great instructor general. "I never knew how incapable I was of understanding these things," remarked Lord James (of Hereford) after Haldane's attempt to instruct him on predestination "until I heard your argument." Pursuit of the argument sometimes reached the point of obscurity, when, as Minister of War he was asked what kind of army he wanted and replied "A Hegelian army." As he remembered "the conversation then fell off to a tangent, what they call the head of the long tail at the War Office smoking a cigar, delicately poised on two prongs of a tiny silver fork which he usually used for this purpose, he also interviewed the then Captain Hankey in 1911 for the secretaryship of the Committee of Imperial Defence. Eight years later, after he had been hounded from office during the war he helped to win, Haldane was away to visit him, after his own triumphal ride with the King at the head of the returning British troops. Knocking at Haldane's door, he pre-

sented him with a book of his dispatches inscribed "To Viscount Haldane of Cloon—the greatest Secretary of State for War England has ever had."

Bernard Shaw was not so fulsome: "Here are you," he wrote after one of Haldane's more sustained wingflappings, "the most conspicuous example in the Kingdom of the realization of all these students' ambitions—a Scots philosopher who has beaten all the practical men and statesmen at their own game. This man has achieved by doing exactly what you liked. ... And yet you go down and tell those unhappy young people in lofty and inspiring periods that you did it all by a life of contemplation, aloof from the world at Walmart." But no one could keep Haldane down. He flew in a dirigible balloon in his top hat, wearing a flying helmet. When he was criticized for allowing Farnborough to work on safety factors in aeroplanes (as having nothing to do with balloons) he promptly changed his name to the Army Aircraft Factory—the first time (as Sir Henry Tizard pointed out) that the word "aircraft" was used officially. Whether it was explosives in the Boer War (out of which he helped evolve a Chemical Research Department) or officers for the First World War (for which he devised the Officers' Training Corps) Haldane was the overview. And even after being publicly crucified during that war for his alleged pro-German sympathies he was soon busy and active securing the appointment and chairing the deliberations of the Machinery of Government Committee, whose report in 1918 had (as Sir Charles Wilson said 20 years ago) "the unique distinction of setting out for the first time the functions of Cabinet and Executive as a whole and proposing how they should best be served by specialized knowledge and adequate planning and intelligence."

W. H. G. Armytage

## Not in front of the children

Introduction to Psychoanalysis:  
Lectures for Child Analysis and Teachers 1922-1935  
by Anna Freud  
The Hogarth Press and The Institute of Psychoanalysis, £3.75  
ISBN 0 7012 0397 8

Anna Freud is perhaps the most renowned living representative of the classical Freudian tradition. It gives some indication of her eminence that when a group of randomly selected American psychoanalysts were asked to nominate the most outstanding living psychoanalyst, Miss Freud's name was the most often mentioned (by two-thirds); a particularly impressive outcome considering that the respondents were permitted to nominate themselves, and some did.

The major preoccupation of the papers in this volume is the modifications which must be made in the standard technique of analysis if it is to be successful with children. The post-Freudian question (in whose hands are the children being analysed?), is not raised. Consider the eight-year-old girl who when placed in a classroom "lay down on a bench and masturbated, reacting to any interference with shrieks of anger." I am ready to describe the mild-tempered little girl's conduct as a sentimentalized hardness evokes to sentimentalization but I suspect others will insist on a fuller conceptual elucidation.

of the diagnosis of "abnormal character development" which Miss Freud believes this behaviour warranted than she gives.

Miss Freud advances the usual aetiological and developmental claims with the usual quota of linguistic anecdotes, and the misgivings these arouse are also the usual ones. How would Miss Freud's charges have to have been to have convinced her that she was mistaken in the emphasis she placed on their libidinal vicissitudes and incestuous cravings?

Would the occurrence of a case where the gratification of a child's incestuous wishes (not the child's failure in the promised largeness have shaken her? But we need not speculate. Miss Freud reports just such a case. A boy who had been offered every kind of sexual gratification by his mother and finally, after reaching maturity, had regular intercourse with her, nevertheless was a severe case of maldevelopment. Miss Freud thinks this is because "his development was brought to a halt by the gratification of his strongest and most central drive". But perhaps in making love to his mother he was not gratifying "his strongest drive" but his "love drive". What would it take to persuade Miss Freud of that?

Consider also the centrality attributed to castration anxiety. When-

ever Miss Freud ventures an explanation of the threatened phallus rears his ugly head. But conviction as to the balefulness of castration anxiety is not based on the successful prediction of neuroses through its mitigation, for Miss Freud concedes that children reared on psychoanalytical principles are just as prone to neuroses since sexual gratification is also a pathogenic agent. But this involves a gross diminution in the empirical content of the theory. Is not the natural inclination to have done from the failure of phallus rather than pathological influences are not confined to the narrow sphere of sexual conflicts but are drawn (those that are not genetic) from the broader class of interpersonal vicissitudes as Sullivan, Horney and others have maintained? What prevents her from making this inference is her conviction that external validation can be dispensed with.

What has discredited this confidence in the eyes of non-analysts can best be expressed in terms of one of Freud's favourite Jewish jokes: Like the soldier who felt constrained by army discipline, Melanie Klein bought a canon and went into business as a analyst. So there are now two rival accounts of child development, each claiming the peculiar authority which psychoanalytic validation is held to confer.

Concern with the issue of validation could no longer be put down

to the "resistance" of non-initiates. It was necessary to find an impersonal means of discriminating between "speculation" which makes metaphysics into a disreputable (Edward Glover's description of Kleinian theory), and the classical Freudian reconstructions; and none has been forthcoming.

There are few enterprises so risky as the attempt to identify the ideological components in what passes for empirical knowledge among one's contemporaries. One may exemplify the operation of an interested preconception at the very moment one believes one is engaged in uncovering it. Nevertheless, I suggest that what needs explaining is not the scepticism some of us feel as to the ubiquity and pathological potency of incestuous cravings and castration fears, but the sliver with which a large and vocal section of the intellectual community embraced this view and the tenacity with which it clings to it.

Miss Freud tells us that in undertaking the character analysis of an adult "we must actually shatter his whole life". Are Miss Freud and her fellow practitioners entitled to the degree of assurance as to the correctness of their assumptions that this sort of undertaking demands? Anyway Miss Freud thinks so. And so do many others.

Frank Cioffi

## Russian anarchist

Macmillan have published a reissue (with minor alterations) of *Michael Bakunin*, the biography by R. H. Carr at £9.00.

Bakunin, born in 1812 into a family of the landed Russian gentry, came into active contact with almost every nineteenth century revolution, or at least with the movement in its lifetime. Some regard him as the founder of the modern anarchist movement.

R. H. Carr's biography brings to light both the personal and political right to education.

## Copy editing

Cambridge University Press have now published a comprehensive and practical reference book for all those who prepare manuscripts and illustrations for printing. *Copy Editing: The Cambridge Handbook*, £5.50, is by Judith Butcher, the chief subeditor at CUP.

The plan of the book is to deal first with the editing questions that are common to all books and to tackle the more difficult material afterwards. The author has drawn on her experience working for two major publishers, where the system is that copyeditors work on the premises and are involved in seeing a manuscript right through production to the final printed hand.

## This week's reviewers

Leslie Alcock is professor of archaeology at the University of Glasgow; W. H. G. Armytage is professor of education at the University of Sheffield; his many publications include "Yesterday's Tomorrow", "The German Influence on English Education" and "The Russian Influence on English Education". F. Cioffi is professor in the department of philosophy at the University of Essex; he is editor of *Shakespeare's Work in the Modern Judgment* series, Macmillan; J. S. Feuchtwanger is reader in history at the University of Southampton; he edited "Upheaval and Continuity: a century of German

stone: a political biography"; Stanley Gregory is professor of geography at the University of Sheffield; and the *Geographical Magazine* and the *Geographical Magazine*; he has also written many papers on climatology, water resource development and geographical methodology.

Mark Hassall lectures in the archaeology of the Roman provinces at the Institute of Archaeology; Peter G. Richards, professor of politics at the University of Southampton, has published "Parliament and Conscience" and "The Back-

The Ordeal of  
Thomas Hutchinson  
Loyalism and the  
Destruction of the First  
British Empire  
Bernard Bailyn



A study of the inner life and public career of the last civilian royal governor of Massachusetts, this book is also a dramatic account of the origins of the American Revolution from the viewpoint of the Loyalists.

The writing is brilliant... this book confirms Bailyn as one of the leading historians of America. — *New York Times Book Review* £7.50

Pressure Groups in Britain 1720-1970  
Graham Wootton

The impact of private groups on public policy and administration is now a well-recognized feature of the British political system, but a general history of them has never been published. Professor Wootton's essay, supplemented by many original documents, traces the rise and activities of these groups from 1720 to the present day. £8.50

Chartism and the Chartists  
David Jones

The Chartist movement has long held a special fascination for labour historians, yet the general student knows little about certain of its vital aspects: the organization, the religious colouring, the weaknesses and tensions. The author of this book gives a balanced picture of Chartism, summarising recent research and attempting, through new evidence, to capture the atmosphere, integrity and complexity of this great movement. Gased £6.00, paper £3.00

Valois Burgundy

Richard Vaughan  
Richard Vaughan's book makes available in a more manageable form some of the material and all of the arguments and conclusions of his earlier four-volume history of the polity ruled between 1384 and 1477 by the four Valois dukes of Burgundy. £5.50

A History of the Czechs  
A H Hermann

Situated at the crossroads of Europe, the Czechs have had to live through more of that continent's upheavals than a hard-working and sober people deserves. Dr Hermann's full narrative of the history of Czechoslovakia and the Czech kingdom which preceded it also examines certain of its continuing political, economic and cultural themes. £8.00

Allen Lane



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## Universities

### HERIOT-WATT UNIVERSITY DEPARTMENT OF ACCOUNTANCY AND FINANCE LECTURERS IN ACCOUNTANCY AND FINANCE

Applications are invited for appointments in the Department of Accountancy and Finance at Lecturer grade to undertake in one of the following areas:

**BUSINESS FINANCE**  
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**TAXATION**

Applicants should preferably be graduates with a recognised professional qualification but others with appropriate experience will be considered.

The salary will be on the scale £2,118 to £4,896 per annum plus threshold. Plying will be according to qualifications and experience.

Further information may be obtained from the Secretary, Heriot-Watt University, Chambers Street, Edinburgh EH1 1HX, with whom applications (3 copies) should be lodged. Ref No. 1/39/3044.

### UNIVERSITY OF WALES college of Swansea

#### Department of English Language and Literature TEMPORARY LECTURER

Applications are invited for the following post:

in the Department of English Language and Literature. The successful applicant will be asked to prepare in the Department's activities. Specific qualifications in English Language and Literature are essential. The appointment will be for one year from October 1, 1975 to June 30, 1976. The salary will be on the scale £2,118 to £4,896 per annum plus threshold. Plying will be according to qualifications and experience.

The closing date is Monday 30th June 1975.

#### Department of Geography

Applications are invited for the following post:

in the Department of Geography. The successful applicant will be asked to prepare in the Department's activities. Specific qualifications in Geography are essential. The appointment will be for one year from October 1, 1975 to June 30, 1976. The salary will be on the scale £2,118 to £4,896 per annum plus threshold. Plying will be according to qualifications and experience.

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#### HONG KONG UNIVERSITY

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### AUSTRALIA MONASH UNIVERSITY DEPARTMENT OF PAEDIATRICS AND POST-GRADUATE MEDICAL RESEARCH

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### LA TROBE UNIVERSITY

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in the Department of Paediatrics and Post-graduate Medical Research. The successful applicant will be asked to prepare in the Department's activities. Specific qualifications in Paediatrics and Post-graduate Medical Research are essential. The appointment will be for one year from October 1, 1975 to June 30, 1976. The salary will be on the scale £2,118 to £4,896 per annum plus threshold. Plying will be according to qualifications and experience.

The closing date is Monday 30th June 1975.

### LA TROBE UNIVERSITY

Applications are invited for the following post:

in the Department of Paediatrics and Post-graduate Medical Research. The successful applicant will be asked to prepare in the Department's activities. Specific qualifications in Paediatrics and Post-graduate Medical Research are essential. The appointment will be for one year from October 1, 1975 to June 30, 1976. The salary will be on the scale £2,118 to £4,896 per annum plus threshold. Plying will be according to qualifications and experience.

The closing date is Monday 30th June 1975.

### LONDON UNIVERSITY

Applications are invited for the following post:

in the Department of Paediatrics and Post-graduate Medical Research. The successful applicant will be asked to prepare in the Department's activities. Specific qualifications in Paediatrics and Post-graduate Medical Research are essential. The appointment will be for one year from October 1, 1975 to June 30, 1976. The salary will be on the scale £2,118 to £4,896 per annum plus threshold. Plying will be according to qualifications and experience.

The closing date is Monday 30th June 1975.

### BIRMINGHAM UNIVERSITY

Applications are invited for the following post:

in the Department of Paediatrics and Post-graduate Medical Research. The successful applicant will be asked to prepare in the Department's activities. Specific qualifications in Paediatrics and Post-graduate Medical Research are essential. The appointment will be for one year from October 1, 1975 to June 30, 1976. The salary will be on the scale £2,118 to £4,896 per annum plus threshold. Plying will be according to qualifications and experience.

The closing date is Monday 30th June 1975.

### BIRMINGHAM UNIVERSITY

Applications are invited for the following post:

in the Department of Paediatrics and Post-graduate Medical Research. The successful applicant will be asked to prepare in the Department's activities. Specific qualifications in Paediatrics and Post-graduate Medical Research are essential. The appointment will be for one year from October 1, 1975 to June 30, 1976. The salary will be on the scale £2,118 to £4,896 per annum plus threshold. Plying will be according to qualifications and experience.

The closing date is Monday 30th June 1975.

## Murdoch University Perth, Western Australia

Applications are invited for appointment to the following chairs at Murdoch University. Appointees will be expected to play major roles in developing undergraduate teaching in their fields, to encourage interdisciplinary studies, and to implement programmes of research and research training at the highest levels.

### Chair of Animal Biology (EN.0306)

This will be the fourth chair in the School of Environmental and Life Sciences, the specialisations of the professors already appointed being environmental science, microbiology, and plant biology. The school is responsible for a broad spectrum of disciplines including the study of animals, microbes and plants, at all levels of organization from the biochemical to the ecological. Research and teaching facilities include an animal house and a 10-hectare native fauna research unit on campus. Opportunities exist for participation in the activities of the School of Veterinary Studies and other schools within the University, such as the School of Social Inquiry which has particular interest in behavioural studies and in human development. Applicants will be considered from any field of zoology.

### Chair in Communications Studies (EN.0307)

This will be the second chair in the School of Human Communication, the first being in Literature. From its inception the School has had a very strong humanistic basis and is involved in programmes in Asian cultures and languages, Communication Studies, and World Literature. The programme in Communication Studies encompasses media analysis, linguistics, broadcasting, theatre, film and television, advertising, public relations, and the teaching of English as a second language, and journalism. The professor now to be appointed, who may possess interests in any of these or other relevant humanistic areas, will be expected to exercise leadership in the second phase of the development of the programme.

### Chair in Education (EN.0308)

This will be the second chair in the School of Education, the first being in the general area of contextual studies. Appointees should have strengths in several areas of educational process such as curriculum evaluation, educational measurement, educational psychology and research design. Administrative responsibilities in the School will include leadership in the co-ordination of postgraduate studies and research, and opportunities will exist for participation in the activities of a programme on Human Development.

### Chair in Psychology (EN.0309)

This will be the fourth chair in the School of Social Inquiry, the others being in Economics, History and Social Science. The major immediate responsibility of the professor now to be appointed will be as chair-man of a programme on Human Development. This programme offers a developmental approach to the complete spectrum of psychological studies embracing life-span, and aims to prepare graduates for entry into various areas of applied (clinical) psychology. Opportunities exist for participation in the activities of other schools and programmes, especially within the School of Education.

**GENERAL:** Murdoch University, the second to be established in Western Australia, was constituted in July, 1973, and enrolled its first 800 undergraduate and 80 postgraduate students in February of this year. It is expected that the enrolment will increase steadily to reach approximately 1,900 undergraduates and 300 postgraduates in 1978.

The University's educational plans and policies include commitments to a broadly based first year of undergraduate study, to the development of interdisciplinary programmes of study, to the provision of external studies, to a more than usually flexible admissions policy, and to professional programmes in teacher education and veterinary science. It is organized around six schools of study (Education, Environmental and Life Sciences, Human Communication, Mathematical and Physical Sciences, Social Inquiry, and Veterinary Studies), rather than the more traditional faculties and departments.

Murdoch University is located south of the Swan River, 13 kilometres from the centre of Perth, on a 174 hectare campus that is mainly under native bush. It is currently housed in five new major buildings, and it is expected that four further major buildings will be added during the triennium of 1976-78.

**SALARY: \$42,750 per annum.**

Further information about these appointments, the University, and the conditions of appointment, including provision for superannuation, study leave, travelling and removal expenses, may be obtained from: The Secretary-General, Murdoch University, Murdoch, W.A. 6155.

Applications, in duplicate, including all relevant information and the names and addresses of up to three referees, should be submitted as soon as possible to the Personnel Officer, where applicants are resident in the United Kingdom, Europe or Africa, one further copy should be sent to the Association of Commonwealth Universities.

The closing date for applications is 16th July, 1975.

## AUSTRALIAN NATIONAL UNIVERSITY

### RESEARCH SCHOOL OF CHEMISTRY RESEARCH FELLOWS:

Appointments will be for two or three years beginning in 1976, and may be made at the following rates:

**ORGANIC CHEMISTRY:** (Professor A. J. Birch, Mr. R. W. Rickards, Dr. J. K. MacLeod, Dr. L. N. Mander) structure determination, synthesis, and biochemistry of natural products, including antibiotics and other biologically active compounds, metallo-organic chemistry, and physical and organic chemistry, including chemical aspects of solid state chemistry, total synthesis, and new methods of synthesis; organic synthesis of complex molecules, including natural products and related compounds.

**INORGANIC CHEMISTRY:** (Professor R. L. Martin, Dr. A. M. Sison, Dr. D. A. Backhouse, Dr. M. A. Bennett) synthesis, structure, and reaction mechanisms of a wide range of transition metal complexes. Current interests include substitution reactions in metal ion centres, reactions of coordinated ligands, strategy and stereochemistry in synthesis and quantitative determination of biological substances and models for enzyme hydrolysis and polymerization. Organometallic compounds, especially those of cobalt, carbon monoxide, and related complexes, and synthesis of biological substances and models for enzyme hydrolysis and polymerization.

**PHYSICAL AND THEORETICAL CHEMISTRY:** (Professor D. P. Craig, Dr. R. F. Foster, Dr. R. E. Munn, Dr. T. R. Munn) spectroscopy, especially of crystalline solids, U.V. spectroscopy and photochemistry especially of molecular crystals, small aggregates and solutions. Current interests include spectroscopy of solid state systems, transition metal ion spectroscopy. Spectroscopic studies of magnetic interactions in antiferromagnetic crystals and between ions of transition metal ions and organic molecules. Magnetic resonance spectroscopy, particularly EPR of photo-excited triplets in molecular crystals. Computerized optical diffraction in the study of molecular crystals. Studies of disorder and short-range order to detailed crystal structures.

**MASS SPECTROMETRY:** (Dr. J. K. MacLeod) isotopic labelling and mass spectrometry of specific fragmentation processes, combined with analysis of biological mixtures. Ion Cyclotron Resonance spectrometry involving studies of low mass ion-molecule reactions to investigate their structures, reactivities and thermodynamic properties.

**ANALYTICAL CHEMISTRY:** (Mr. D. J. Stevenson) Micro and macro analysis of biological mixtures. Ion Cyclotron Resonance spectrometry involving studies of low mass ion-molecule reactions to investigate their structures, reactivities and thermodynamic properties.

There is no application form. Applicants for these posts should supply a curriculum vitae, list of publications, a statement of research interests, together with two passport-sized photographs and a recent photograph of the applicant. These should be sent to the Academic Registrar, P.O. Box 4, Canberra, ACT, 2600, Australia. Closing Date: 15 July 1975.

### RESEARCH SCHOOL OF SOCIAL SCIENCES CHAIR OF PHILOSOPHY:

The Chair of Philosophy will become vacant on the retirement of Professor P. H. Partridge at the end of 1975. The appointee may be required to serve as Head of Department for periods determined by the University Council. Preference may be given to those whose work relates to the social sciences broadly understood, but candidates from other disciplines will be considered.

### HUMANITIES RESEARCH CENTRE PROFESSOR OR READER:

The appointment will carry the responsibilities of Headmaster in the Centre. The person appointed will be responsible for building up a research programme in the humanities and for providing appropriate facilities to students in the Centre. The appointee will be expected to undertake research in an area related to the work of the Centre and to act as deputy and adviser to the Director.

### OFFICE FOR RESEARCH IN ACADEMIC METHODS FELLOW (ORAM) and RESEARCH FELLOW (Two Posts)

ORAM was established early in 1975 to improve facilities for teaching and learning within the University and to collect data to assist the University authorities in their planning. The Office will be responsible for regular seminars and tutorials for ANU staff; individual consultations on approaches to teaching and course planning; local research fellowships to enable these functions to operate successfully.

The FELLOW (ORAM) will work with the Head in the organisation and conduct of lecture programmes and carrying out research programmes. The Research Fellow will be responsible, under general guidance from the Head, for developing and carrying out research programmes.

Applicants should have a first class honours degree in a relevant subject, together with good qualifications in education or in one of the related social sciences. Teaching and/or research experience in tertiary education is essential.

**SALARY:** \$22,750 per annum. Further information about these appointments, the University, and the conditions of appointment, including provision for superannuation, study leave, travelling and removal expenses, may be obtained from: The Secretary-General, Murdoch University, Murdoch, W.A. 6155.

Applications, in duplicate, including all relevant information and the names and addresses of up to three referees, should be submitted as soon as possible to the Personnel Officer, where applicants are resident in the United Kingdom, Europe or Africa, one further copy should be sent to the Association of Commonwealth Universities.

The closing date for applications is 16th July, 1975.

## LONDON JOURNAL COLLEGE OF SCIENCE AND TECHNOLOGY UNIVERSITY OF LONDON

Applications are invited for the following posts:

**LECTURER IN CHEMISTRY:** (Professor A. J. Birch, Mr. R. W. Rickards, Dr. J. K. MacLeod, Dr. L. N. Mander) structure determination, synthesis, and biochemistry of natural products, including antibiotics and other biologically active compounds, metallo-organic chemistry, and physical and organic chemistry, including chemical aspects of solid state chemistry, total synthesis, and new methods of synthesis; organic synthesis of complex molecules, including natural products and related compounds.

**INORGANIC CHEMISTRY:** (Professor R. L. Martin, Dr. A. M. Sison, Dr. D. A. Backhouse, Dr. M. A. Bennett) synthesis, structure, and reaction mechanisms of a wide range of transition metal complexes. Current interests include substitution reactions in metal ion centres, reactions of coordinated ligands, strategy and stereochemistry in synthesis and quantitative determination of biological substances and models for enzyme hydrolysis and polymerization. Organometallic compounds, especially those of cobalt, carbon monoxide, and related complexes, and synthesis of biological substances and models for enzyme hydrolysis and polymerization.

**PH**



## Universities continued

### OXFORD

**THE UNIVERSITY OF OXFORD**  
DEPARTMENT OF PHYSICS  
Applications are invited for the post of Lecturer in Physics. The successful candidate will be responsible for the teaching and supervision of students in the Department of Physics. The post is a full-time position and the successful candidate will be expected to contribute to the research work of the Department. The salary scale is £2,100 to £3,100 per annum. Applications should be sent to the Director of Studies, Department of Physics, University of Oxford, 1, St. Giles, Oxford, OX1 2JD.

### SOUTHAMPTON

**THE UNIVERSITY OF SOUTHAMPTON**  
DEPARTMENT OF PHYSICS  
Applications are invited for the post of Lecturer in Physics. The successful candidate will be responsible for the teaching and supervision of students in the Department of Physics. The post is a full-time position and the successful candidate will be expected to contribute to the research work of the Department. The salary scale is £2,100 to £3,100 per annum. Applications should be sent to the Director of Studies, Department of Physics, University of Southampton, 1, St. Giles, Southampton, SO9 1NU.

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### RUHRSDIA

**THE UNIVERSITY OF RUHRSDIA**  
DEPARTMENT OF PHYSICS  
Applications are invited for the post of Lecturer in Physics. The successful candidate will be responsible for the teaching and supervision of students in the Department of Physics. The post is a full-time position and the successful candidate will be expected to contribute to the research work of the Department. The salary scale is £2,100 to £3,100 per annum. Applications should be sent to the Director of Studies, Department of Physics, University of Ruhrsdia, 1, St. Giles, Ruhrsdia, SO9 1NU.

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## PLYMOUTH POLYTECHNIC

### LECTURESHIPS

#### SCHOOL OF MANAGEMENT AND BUSINESS STUDIES

##### Business Law

Good law degree and satisfactory teaching experience, primarily to work in business degree and professional courses.

##### Management Accounting

##### Senior Lecturer

Applications are invited from qualified accountants (preferably C.M.A. and graduates) to fill a vacancy in the Accounting Teaching Group. This will be for interesting work with post experience (DMS), undergraduate and HND and professional courses.

#### SCHOOL OF ENGINEERING SCIENCE

Appointment in Civil Engineering to offer Structural Analysis or Design as a main subject and Civil Engineering Materials at subsidiary level in C.N.A.A. Honours and Degree Courses.

##### Salary Ranges:

Lecturer II £2,670-£4,476  
Senior Lecturer £4,208-£5,010-£5,412  
plus £229.68 cost of living allowance.

All appointments are to be made at Lecturer II level if possible unless otherwise stated. Exceptional candidates would be considered for initial appointment to a Senior Lectureship.

Further particulars and application forms available from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth, PL4 8AA, to be returned by 13th June, 1975.

## THE POLYTECHNIC HUDDERSFIELD

### Computing and Management Services PROJECT CO-ORDINATOR SL/LII

Reporting to the Head of Division, a Project Co-ordinator is required to take responsibility for project teams who are providing systems, programming and instructional research services for the Polytechnic. These include a wide range of projects related to the academic needs and also to the needs of management which involves the development of an integrated computer based management information system and related institutional research and modelling techniques for forward planning.

### INSTITUTIONAL RESEARCH OFFICER SL/LII

To take responsibility for work of major importance to the successful development of the Polytechnic during its formative years, involving the application of suitable institutional research and modelling techniques to provide senior management with essential information for forward planning. Work is now in progress on an integrated computer based management information system. The institutional research is intended to complement the work of the Project Co-ordinator and to extend it into new and interesting fields.

This is a new post within management services and offers an opportunity to formulate and develop a key activity. Applicants must be self-motivated, have sound relevant qualifications and some practical experience of work in this area.

Salaries (currently under negotiation)  
Senior Lecturer/Lecturer II: £2,670-£4,208-£5,010 (bar) £5,412 plus threshold allowance (£229)

Further details and application forms, which should be returned within 14 days, from the Establishment Officer, The Polytechnic, Queensgate, Huddersfield HD1 3DH (Telephone 0484 30801, Ext. 307).

## THAMES POLYTECHNIC SCHOOL OF HUMANITIES

### Research Assistant in either English or History

A Research Assistant is required in the School of Humanities from September, 1975. The successful candidate will be expected to assist in the teaching and supervision of students in the School of Humanities. The post is a full-time position and the successful candidate will be expected to contribute to the research work of the School. The salary scale is £2,100 to £3,100 per annum. Applications should be sent to the Director of Studies, School of Humanities, Thames Polytechnic, 1, St. Giles, Thames, SO9 1NU.

Further particulars and application forms available from the Personnel Officer, Thames Polytechnic, 1, St. Giles, Thames, SO9 1NU, to be returned by 13th June, 1975.

## THAMES POLYTECHNIC

**SCHOOL OF HUMANITIES**  
Applications are invited for the post of Lecturer in History. The successful candidate will be responsible for the teaching and supervision of students in the School of Humanities. The post is a full-time position and the successful candidate will be expected to contribute to the research work of the School. The salary scale is £2,100 to £3,100 per annum. Applications should be sent to the Director of Studies, School of Humanities, Thames Polytechnic, 1, St. Giles, Thames, SO9 1NU.

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## THE TIMES HIGHER EDUCATION SUPPLEMENT 1975

### Polytechnics continued

#### LONDON

**THE POLYTECHNIC OF NORTH LONDON**  
LECTURER II

Applications are invited for the post of Lecturer in Physics. The successful candidate will be responsible for the teaching and supervision of students in the Department of Physics. The post is a full-time position and the successful candidate will be expected to contribute to the research work of the Department. The salary scale is £2,100 to £3,100 per annum. Applications should be sent to the Director of Studies, Department of Physics, University of North London, 1, St. Giles, North London, SO9 1NU.

#### TESSIDE

**THE POLYTECHNIC**  
RESEARCH ASSISTANTS

Applications are invited for the post of Research Assistant in Physics. The successful candidate will be responsible for assisting in the teaching and supervision of students in the Department of Physics. The post is a full-time position and the successful candidate will be expected to contribute to the research work of the Department. The salary scale is £2,100 to £3,100 per annum. Applications should be sent to the Director of Studies, Department of Physics, University of TESSIDE, 1, St. Giles, TESSIDE, SO9 1NU.

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**THE POLYTECHNIC**  
RESEARCH ASSISTANTS

Applications are invited for the post of Research Assistant in Physics. The successful candidate will be responsible for assisting in the teaching and supervision of students in the Department of Physics. The post is a full-time position and the successful candidate will be expected to contribute to the research work of the Department. The salary scale is £2,100 to £3,100 per annum. Applications should be sent to the Director of Studies, Department of Physics, University of TESSIDE, 1, St. Giles, TESSIDE, SO9 1NU.

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**THE POLYTECHNIC**  
RESEARCH ASSISTANTS

Applications are invited for the post of Research Assistant in Physics. The successful candidate will be responsible for assisting in the teaching and supervision of students in the Department of Physics. The post is a full-time position and the successful candidate will be expected to contribute to the research work of the Department. The salary scale is £2,100 to £3,100 per annum. Applications should be sent to the Director of Studies, Department of Physics, University of TESSIDE, 1, St. Giles, TESSIDE, SO9 1NU.

#### TESSIDE

**THE POLYTECHNIC**  
RESEARCH ASSISTANTS

## JORDANHILL COLLEGE OF EDUCATION GLASGOW

RE-ADVERTISEMENT

The Governors invite applications for two posts as

### LECTURERS

in the SCOTTISH SCHOOL OF PHYSICAL EDUCATION

1. The successful applicant for this post should have a qualification in Sociology and be able to teach this to a honours degree level. He must be able to demonstrate an interest in physical education, and a qualification in that area would be a decided advantage.

2. For this post applicants should be qualified teachers of Physical Education with an additional qualification in Philosophy or Recreation Management, and an ability to teach one of these to honours degree level. The appointment will be from 1st September 1975, or such other date as may be arranged.

The salary scales for these posts are £2,670 to £5,412, with 15 points, and increments of approximately £200 each (under review).

The point at which the successful applicant will be placed on the scale will be determined in relation to his or her salary at the time of appointment.

Further particulars and forms of application may be obtained from the Principal, Jordanhill College of Education, 78 Southbrae Drive, Glasgow G13 1PP. Completed forms should be returned not later than Monday, 18th June 1975.

### Administration

## Finance Officer

(PO1 within range £4,170-£5,091)

This key post, ranked as Assistant Secretary within the Finance Office, is open to a person with a degree in public service or institutional accounting experience in a developing situation, with prospects of substantial growth. The Finance Officer is responsible for all financial operations and for the provision of management information. The scope of the post is extremely wide and there is encouragement for initiation of financial management systems.

Further details and application forms: The Establishment Officer, The Polytechnic, Wolverhampton WV1 1LY.



### LONDON BOROUGH OF BARNET

EDUCATION DEPARTMENT

### ADMINISTRATIVE ASSISTANT

AP/4/5 £3,099-£3,693 Inclusive

Section Head required to be responsible for section dealing with major teacher training and other awards. Applicants should have had previous experience in an awards section in an education department.

Application form and details obtainable from Director of Educational Services, Town Hall, Friar Barnet, London N11 3DL returnable by 8th June, 1975. Ref. ADM/121.

E. M. BENNETT, Chief Executive and Town Clerk.

### MANCHESTER

THE UNIVERSITY

LECTURERS IN PHARMACY

Applications are invited from qualified pharmacists for the post of Lecturer in Pharmacy. The successful candidate will be responsible for the teaching and supervision of students in the Department of Pharmacy. The post is a full-time position and the successful candidate will be expected to contribute to the research work of the Department. The salary scale is £2,100 to £3,100 per annum. Applications should be sent to the Director of Studies, Department of Pharmacy, University of Manchester, 1, St. Giles, Manchester, SO9 1NU.

### MANCHESTER

THE UNIVERSITY

LECTURERS IN PHARMACY

Applications are invited from qualified pharmacists for the post of Lecturer in Pharmacy. The successful candidate will be responsible for the teaching and supervision of students in the Department of Pharmacy. The post is a full-time position and the successful candidate will be expected to contribute to the research work of the Department. The salary scale is £2,100 to £3,100 per annum. Applications should be sent to the Director of Studies, Department of Pharmacy, University of Manchester, 1, St. Giles, Manchester, SO9 1NU.

### MANCHESTER

THE UNIVERSITY

LECTURERS IN PHARMACY

## Colleges of Further Education

### Queen Margaret College

EDINBURGH



Applications are invited for appointment in September, 1975, to the following posts on the Academic Staff:

### Senior Lecturer in Business Studies

To lead a team covering accounting, finance, book-keeping, office practice, legal aspects, economics.

### Lecturer in Institutional Management

To teach catering and/or accommodation services.

### Lecturer in Drama

To specialise in speech with interest in improvisation and directing plays.

### Lecturer in Science

2 posts. (i) To teach basic and applied science with a special interest in textile science. (ii) To teach microbiology and some biology.

### Lecturer in Home Economics

Qualified in food and nutrition or textiles or economics or public administration.

### Lecturer in Nursing Studies

With teaching qualification recognised by the General Nursing Council.

### Lecturer in Health Visiting

With qualification recognised by the Council for the Education and Training of Health Visitors.

Candidates should be qualified academically at degree level unless otherwise stated and, for all posts, teaching experience and/or experience in the professions, industry or commerce is essential. The salary scales, which are due to be increased, are at present:

Senior Lecturer: £5,001-£5,813 (bar)-£6,420.  
Lecturer: £2,670-£5,010 (bar)-£5,412.  
Plus cost of living supplement of £229.68 per annum.

Application forms and further particulars of the posts, the College and its courses, can be obtained from: The College Secretary, Queen Margaret College, Clerwood Terrace, Edinburgh, EH12 6TS. Tel.: 031-394 3111.

### BUCKINGHAMSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

HIGH WYCOMBE COLLEGE

OF TECHNOLOGY AND ART

Queen Alexandra Road, High Wycombe Bucks

DEPARTMENT OF SOCIAL

MANAGEMENT

SCIENCE

Applications are invited for the following posts, which will commence in September, 1975:

SENIOR LECTURER

LECTURER II IN SOCIAL

WORK

The successful applicant will join a team of professional staff responsible for the teaching and supervision of students in the Department of Social Work. The post is a full-time position and the successful candidate will be expected to contribute to the research work of the Department. The salary scale is £2,100 to £3,100 per annum. Applications should be sent to the Director of Studies, Department of Social Work, University of Buckinghamshire, 1, St. Giles, Buckinghamshire, SO9 1NU.

Further particulars and application forms available from the Personnel Officer, University of Buckinghamshire



## General Vacancies continued

Road advertisement

SCHOOLS COUNCIL  
JOINT SECRETARY  
DESIGNATE

Applications are invited for the above post, to be filled on 1 January, 1976. Joint secretaries (three in number) collectively lead the Council's administration and represent it in contacts throughout the education service. Candidates should have good teaching experience, know the education system, be used to public speaking and possess administrative ability. They should also be well acquainted with school examinations in England and Wales, and preferably have had direct involvement in the work of one or more of the GCE and GSE examining bodies.

Salary, including London allowance, is in the range £9,000-£11,410 (subject to confirmation). The appointment is for three years on secondment from the successful applicant's present post, if desired and possible.

Further information and application forms from Mr. Alan Marshall, Schools Council, 160 Great Portland Street, London W1N 6LL. Telephone 01-580 0352, extension 351.

Closing date for receipt of application forms 13th June, 1975.

## City of Manchester

EDUCATION COMMITTEE

## PRINCIPAL-DESIGNATE

A new College is to be formed through the merger of three existing Colleges of Education.

Elizabeth Gaskell College

Manchester College

Mather College

The Principal-Designate is to be appointed as soon as possible so that he or she will be able to play a full and leading part in the planning of the new College which is anticipated to be formally designated on 1st September, 1975. The new College will be mainly concerned with teacher education, with a measure of diversified courses; its teacher education courses will be validated by the University of Manchester. The initial salary will be from the range £9,745-£10,268 per annum.

Application form and further particulars are available from the Chief Education Officer (Ref. F/E 72). Further Education Branch, Education Office, Crown Square, Manchester, to whom they should be returned by 15th June, 1975.

## Overseas

ADELAIDE COLLEGE OF  
ADVANCED EDUCATION

Applications are invited for the post of:

ASSISTANT LECTURER or  
LECTURER in  
READING EDUCATION

Courses offered by the College provide the academic and professional training for teachers in secondary schools in the areas of arts, science, economics, commercial studies, music, speech and drama and physical education. At present the College awards an Undergraduate Diploma in Teaching and, at the Graduate Level, an Advanced Diploma in Teaching and a Graduate Diploma in Teaching. Future course proposals include a Bachelor of Education degree as well as involvement in adult education.

The College presently offers reading education programmes within the Advanced Diploma in Teaching but intends to offer a Graduate Diploma in Reading Education in 1976-77. Teaching Education units may also be offered within the Bachelor of Education degree to commence in the same year.

Applicants for the post should have strong qualifications in Reading Education from a recognised tertiary institution. They are also expected to have teaching experience at a pre-tertiary level. Preference will be given to applicants who have an emphasis in their qualifications and experience on the use of diagnostic techniques and remedial procedures for reading difficulties and development. Further desirable experience includes research into reading programmes and curriculum development.

The successful applicant will be involved principally in teaching and teaching in reading education at the postgraduate level but will have some undergraduate teaching responsibilities. He or she will also be expected to contribute to the teaching programme in a related area such as English or Education.

Applicants should give particulars of age, present position and salary, academic and professional qualifications, teaching experience, experience in teacher education, publications and research activities and any other information bearing on their ability to carry out the duties of the post. These references should be sent to the post directly to the Academic Secretary of the College.

The salary scales are at present: Assistant Lecturer (AUEL) £ 8,160-£10,840 Lecturer (AUEL) £11,280-£15,100 (These do not include a recent inflation wage adjustment).

The applicant will be expected to commence duties on September 1, 1975, or as soon thereafter as possible. The College will meet travel expenses of the applicant and his/her family and also reasonable removal expenses.

Further information may be obtained from the Academic Secretary, Adelaide College of Advanced Education, 49-48 Kintore Avenue, Adelaide, South Australia, 5000, with whom applications close on 16 June, 1975.

## Overseas continued

Faculty for medicine  
and allied sciences at  
King Abdul Aziz University  
Jeddah Saudi Arabia

have vacancies to be filled immediately for Professors/Associate Professors and Assistant Professors and Technicians in

Physics • Chemistry • Biology  
Preventive Medicine • Anatomy  
Bio-Chemistry

Very attractive terms and conditions of service offered under the revised pay scale. Both male and female are eligible to apply. We are in fact looking for well qualified and highly experienced persons to work in our newly established faculty at Jeddah, Saudi Arabia.

Please apply in confidence, with bio-data and photostat copies of certificates/testimonials. Application should be addressed to Saudi Cultural Attaché, 23 Park Square East, London NW1, clearly mentioning the post and department for which the application is made and not later than the end of June 1975. However, none of the attachments to applications will be returned to applicants.

## Saudi Arabia

Western Australian  
Institute of TechnologySenior Tutor/Lecturer  
METALLURGY

The appointee will conduct courses in the areas of mineral dressing and mineral processing. Other duties will include directing projects of senior students, initiating research in appropriate fields, establishing and maintaining liaison with industry and supervising trips with students to mineral processing establishments.

Applicants should possess a higher degree in Metallurgy and have recent experience in the mineral processing field.

## GENERAL

Salary range (at the current rate of exchange): Lecturer, Stg£3,328-Stg£4,496; Senior Tutor Stg£5,488-Stg£6,828. Salaries are payable in Australian dollars. The appointment will be to the School of Mining and Mineral Technology located at Kalgoorlie, 588 Km east of Perth. Kalgoorlie lies in an extensive and richly mineralised zone with gold and nickel in current production and proven deposits of uranium. The regional population is 30,000 and is well served by road, rail and air transport.

Staff are provided with a house at a subsidised rental. Rates for family and removal expenses are payable. Conditions of service include superannuation (similar to FRSU), six weeks annual leave plus public holidays, three months long service leave on completion of each seven years service, sick leave and assisted study leave.

Detailed applications, including a curriculum vitae, recent photograph and names of three referees, should be submitted not later than 27th June 1975, to the Migration Liaison Officer, Western Australia House, 116 Strand, London WC2R 0AJ. Further particulars may be obtained from the above address.

When applying please quote reference no. HES.

## Librarians

GONVILLE AND  
CAIUS COLLEGE  
Cambridge

Applications are invited from Chartered Librarians, or from those who have passed the postgraduate examination of the Library Association, or from those with the postgraduate Diploma of a university School of Librarianship for the full-time post (from July 1975) of ASSISTANT LIBRARIAN in the College Library. The post, open to men or women, involves the administration of all aspects of the Library (which includes 400 MSS and 45,000 books serving 500 undergraduates and senior members). Hours of working are nine to five for five days a week. Accurate typing, an advantage. No other full-time staff are employed, so that the work is varied and responsible. Starting salary in the region of £2,600 according to age, experience and qualifications, with annual salary reviews. Pension arrangements; five weeks' annual holiday.

Applications with curriculum vitae and names of two referees to the Librarian, Gonville and Caius College, Cambridge, by 3rd June, 1975.

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opportunities  
occurring in your  
subject you need  
to follow the  
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week by week

Who cares  
what  
teachers  
think  
anyway.

Their political attitude  
could only change  
the future.

What are the issues  
that affect their  
decisions and  
influence the way they  
vote?

In a unique survey  
commissioned through  
NOP on behalf of  
The Times Education  
Supplement and  
The Times Higher  
Education Supplement,  
teachers' attitudes before  
and after the October  
election are  
investigated:

how did they expect  
to vote?

how did they actually  
vote?

where did they stand  
on political issues  
affecting education  
policy?

how schizophrenic  
is the teaching  
profession?

how does voting  
behaviour reflect the  
strong conservative  
attitudes of teachers  
on educational  
questions?

This book 'Teachers  
in the British General  
Election of October  
1974' points the way  
to a greater understanding  
of voting  
behaviour and the  
relation between  
political and  
professional attitudes.

At £1.95 per copy  
a must for those who  
really do care what  
teachers think.

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PAYABLE TO:  
TIMES NEWSPAPER

from Mr T. D. Wilson

Sir,—Dr John Barnes deserves some support from the university sector in his plea for the good relations with the polytechnics to be continued. It is a pity that the press has generally assumed that the chief complaint of university teachers is that they now receive less than those in polytechnics, and that the Association of University Teachers has been less than active in putting the record straight.

Having spent 10 years in further education, the last two as principal lecturer in a polytechnic, before moving to a university, I have no doubt that my former colleagues deserve their present good fortune and I regret that university lecturers without the same experience can make ill-founded remarks about work of which they have no direct experience.

However, I think that the Association of Polytechnic Teachers and the Association of Teachers in Technical Institutions would do well to reflect that, although the Houghton award may appear to be a generous settlement, in fact it has resulted in a downgrading of higher education in general relative to those professions and occupations traditionally compared with university teachers such as the civil service.

We now have the rather ludicrous situation in which civil servants who administer research funds can be on scales which are much more

Poly enrolments

from Mrs R. R. Solomon

Sir,—I should like to point out that the percentage changes in student enrolment figures quoted for Preston Polytechnic in the table of polytechnic enrolments (THES, May 16) can be somewhat misleading. The 1973-74 figures on which the percentage comparisons are based included enrolments on lower level courses which were transferred in September, 1974, to a new further education institution, the W. R. Tuson College.

A more accurate reflection of the position is obtained by comparing enrolments for 1973-74 on those courses which have remained polytechnic courses with the 1974-75 polytechnic enrolments. This comparison shows that enrolments on all types of courses increased as follows:

	1973-74	1974-75	Change
Full-time	543	591	+9.4
Part-time	1,175	1,304	+11.0
Evening only	153	225	+46.6

Yours faithfully,  
RHONA R. SOLOMON,  
Academic Registrar,  
Preston Polytechnic.

OECD report

from Mr J. R. Gass

Sir,—I wish to make the following comments regarding publication of the report prepared by a team of examiners for the OECD Review of Educational Planning in England and Wales, which took place within the Education Committee of the OECD at its December, 1974, meeting in Paris.

The text which you have published is that of a "restricted document", which, as is normal practice, the OECD Country Reviews of Educational Planning are confidential until it is formally published by the organization, together with the relevant supplementary material—in this case, the background report prepared by the British authorities for this review, together with an account of the discussion of the Examiners' Report at the meeting of the Education Committee referred to above.

This account will contain the main and detailed replies which the British delegation to the meeting made to the series of questions put by the examiners and members of the committee. This OECD publication covering the full proceedings of the UK Review will be issued next week. It should be noted that the final version of the Examiners' Report, which will be published in this volume includes textual modifications which the examiners have made to the "restricted" version of the report which you have published.

Dr Wakeford was, of course, writing in a personal capacity rather than as an officer of the BSA. Nonetheless the issues to which he

## University-poly relations

generous than those of senior research workers in universities who have the further disadvantages of short-term contracts and no security of tenure.

The AUT and the polytechnic unions should put forward a united front in their salary claims (as well as putting them forward simultaneously) and it could well be in the long-term interest of polytechnic teachers to offer the AUT every support in its present struggle.

Arguments about comparability of work are generally futile but my experience of both sectors leads me to conclude that there are differences which, in my case at least, lead to a heavier work load in my present post than previously. This is partly due to the contractual requirement to do research (and the related requirement to publish in order to prove competency to promotion committees), but also to the fact that my contractual entitlement to vacation is six weeks (instead of the 12 or 13 I enjoyed previously) and the totally postgraduate department in which I work runs courses which last for 11 months of the year.

If level and nature of work are to become issues in the discussion on parity, aspects such as these must be considered. I hope that my colleagues in the polytechnics would not assume that any denigration of their work is intended when I say that a good case can be made for the claim that differences do exist

between their work and mine.

Yours faithfully,  
T. D. WILSON,  
Dronfield,  
Sheffield.

from Mr Bernard Tucker

Sir,—Suddenly I feel a great sympathy with the university teachers. I've just seen an advertisement for somewhere called the "North Trafford College" (which I guess to be a technical college) requiring a senior lecturer (minimum £4,206, member) to teach GCE A level. There must be many school teachers earning a good deal less than £4,206 for teaching A level; and in colleges of education (where I work) there are many lecturers (minimum £2,670) all teaching above A level and teaching people who get first class honours degrees in the BED.

I had thought that post-Houghton payment was for level of work done. Certainly in further education scales—but this is obviously not the case. Presumably teaching GCE in a technical college is considered less pleasant than teaching degree work in a university. I welcome this change of emphasis since I have always argued that it is harder to teach 40 infants than a small group of degree level students and we have much bigger work loads and longer teaching hours than university teachers. It's all very puzzling.

Yours faithfully,  
BERNARD TUCKER,  
26 Wilton Gardens,  
Southampton SO1 2QR.

Architectural 'Titans'

from Mr M. Farr

Sir,—It really is necessary for those of us who handle the past at a safe distance to face up to designs from the central years of this century. Tim Benton's explanation of the Open University's new course on the history of architecture and design (THES, April 25) shows that it stops at 1939.

As Mr Benton says, the view of history held by "Titans like Walter Gropius and Le Corbusier" has been thoroughly shaken. If he wants to look at the "myth of modern architecture" then surely it is essential to show students what practitioners have been doing with it, at least up to 1970. Also, should the "myth" of modern industrial design have 30 years of evidence lopped off?

Again, is the traditional link between architecture and design becoming less justified when critical attention is paid to recent industrial designs? Students nowadays approach buildings and products from different viewpoints which allow for a deeper understanding of both these multidisciplinary studies.

Yours faithfully,  
MICHAEL FARR,  
Stone, Staffordshire.

I should like to add that the procedure for the publication of the above are the normal procedures applied by the organization in these matters; they have been supported and encouraged by the United Kingdom authorities and there never was any question of either publishing the "Examiners' Report" separately or delaying its publication.

While appreciating your interest in OECD educational activities, I thought the above points deserve to be brought to the attention of your readers.

Yours faithfully,  
J. R. GASS,  
Director,  
Organization for Economic Cooperation and Development,  
Paris.

SSRC funds

from Professors John Eldridge and Margaret Stacey

Sir,—In "Don's Diary" (THES, April 25) Dr Ian Wakeford, who is secretary of the British Sociological Association, made comments on some policy questions concerning the sociology and social administration committees of the SSRC. He has now been taken to task by Professor David Lockwood, the committee chairman, and we have been asked by the executive committee of the BSA to write to you on the matter.

Dr Wakeford was, of course, writing in a personal capacity rather than as an officer of the BSA. Nonetheless the issues to which he

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## Comprehensive impact

from Mr S. W. Hockey

Sir,—Your article Open and Closed Sixth Forms (THES, January 24) reported the finding that, of 124 comprehensive school pupils who studied a set of mixed subjects at A level in 1968 and who subsequently went to university, 46 per cent pursued degree courses in science or technology.

This figure, quoted by Guy Neave in his recent book *How They Fared—The Impact of the Comprehensive School upon the University*, contrasted happily from the supply of scientists point of view with Dainton's figure of 29 per cent (derived from the 1966 UCCA figures and published in the CSP inquiry into the flow of candidates in science and technology into higher education).

The records of our 173 mixed subject A-level pupils who subsequently went to university between 1968 and 1974 make an informative contrast with both these previous findings.

We find that 121 pupils studied a combination of a science (other than mathematics) and at least one non-science, and that no fewer than 52 per cent of these pursued a degree course in science or technology at university. On the other hand, less than 2 per cent of the others (who had studied mathematics and two non-science subjects at A level) pursued such a course.

We conclude, therefore, that the

overall proportion (37 per cent in our case) of mixed subject pupils who pursue science or technology degrees at university depends critically on whether their mixed (A level) subjects contain a science (other than mathematics) subject or not.

Mr Neave does not subdivide his sample into science other than mathematics and non-science, or mathematics and non-science groups. His overall figure of 46 per cent could therefore simply prove that comparatively few of the 1968 comprehensive school A level pupils studied a combination of mathematics and one or two non-science subjects.

Further, he argues that the open sixth form of the comprehensive school provides a much greater opportunity for A-level pupils to study mixed subjects, and that this opportunity leads in turn to a greater supply of scientists and technologists than Dainton has feared.

Our figures show that the proportion of mixed subject pupils in this so-called traditional academic school continues to rise yearly (from 12 per cent in 1968 to 28 per cent in 1974) and we conclude that the crucial factors in the pattern of choice among A level pupils are timetabling flexibility and the inclusion of a science subject other than mathematics in the mixed subject programme.

Yours faithfully,  
S. W. HOCKEY,  
Marlborough College,  
Marlborough, Wilts.

Technician certificates

from Mr S. C. Hambley

Sir,—It appears that as a result of the refusal of funds, the important detailed work necessary to draw up the teaching programmes required for the first year of the new technician certificates will have to be scrambled into what little time remains before the various courses begin in 1976.

Teaching staff of colleges, it is hoped, will volunteer for an intensive two or three day residential session of high speed unit construction for which expenses may be paid, but little else.

If the work cannot be taken in an orderly manner because there is no money to pay the people doing the work, then I suggest that those who are now trying to serve their own colleges and students and helping to launch the TEC, should not contribute so much as another word. NO money, NO work.

If one is to compare the relative merits of existing courses at present serving technician needs with the likely consequences of the TEC rush job, there is no question which is to be preferred; and which is to be recommended to students.

Yours sincerely,  
S. C. HAMBLEY,  
Farnham,  
Surrey.

Defence links

from Mr Michael Howard

Sir,—May I, as one of the defence lecturers with whose activities you dealt, thank you for publishing Zof Fairbairn's very fair and factual report on liaison between the universities and the Ministry of Defence? (THES, May 16).

It makes agreeably short